

UBEA
Business Education

Forum

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UNITED BUSINESS EDUCATION ASSOCIATION

In This Issue

Distributive Occupations

- BROWN
- KENEALY
- KOZELKA
- LOOS
- MILLIGAN
- THOMSON
- VAN WAGENEN

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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

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the bulletin board

OREGON STATE COLLEGE WORKSHOP

Oregon State College will sponsor a summer workshop which will feature instruction in transcription and secretarial procedures. The workshop sessions, beginning June 23, will be held for four hours each day for two weeks. Three graduate credit hours can be earned during the workshop period. There will be no conflict with any other graduate courses which former students may have taken at Oregon State College.

Business teachers interested in attending this workshop should write to Theodore Yerian, Oregon State College, Corvallis, for a descriptive folder.

BUSINESS AND ECONOMIC LECTURES

The Division of Business at San Jose (California) State College offers a very popular course in the spring quarter which could be duplicated with equal success in many colleges and universities. The class meets twice a week for ten weeks. Twenty outstanding leaders in twenty representative fields are secured to conduct one-hour lecture-conferences with the students. Among the twenty topics presented are "The Place of a Newspaper in a Community," "The Federal Bureau of Investigation and Its Functions," "The Internal Revenue Bureau and Its Functions," "Financing City Government," "Air Transportation," "Character in Business and Industry," and "Real Estate." The college has benefited by having the community leaders appear before the students; the lecturers feel refreshed by meeting with an alert group of college students; and the students undoubtedly receive the most benefit. Students consider that the information received is authentic and reliable since it comes directly from the field and not from a textbook.

Earl W. Atkinson is chairman of the Division of Business at San Jose State College.

FIFTH ANNUAL BUSINESS EDUCATION CONFERENCE

The Fifth Annual Business Education Conference sponsored jointly by the Texas State College for Women and the North Texas State College will be held in Denton on June 10 and 11. A number of nationally known leaders in business education, as well as prominent educators and businessmen in the Southwest, will be on the program.

For more complete information, please write to T. L. Morrison, Chairman, Business Education Conference, Box 3872, TSCW Station, Denton, Texas.

COOPERATIVE FIELD EXPERIENCE

The University of Michigan in cooperation with Detroit business and industrial concerns will again offer to qualified business teachers an opportunity for graduate study combined with office work experience. Stenographic and clerical type jobs will be available in some of the larger industrial and business offices in Detroit from June 23 to August 1, 1952. Business teachers will be employed on a full-time basis and paid at prevailing rates. Seminar meetings will be held on Tuesday and Thursday evenings to coordinate the office experiences with the teaching of business subjects.

For additional information and preregistration, write to Frank Lanham, Department of Vocational Education and Practical Arts, School of Education, University of Michigan, Ann Arbor, Michigan.

INTERNATIONAL BUSINESS EDUCATION CONFERENCE

The fourth annual International Business Education Conference will be held at the University of North Dakota on June 4-6, 1952. Teachers from North Dakota, Minnesota, Montana, and Canada are invited to attend. Discussions of each subject area in business education will be led by panels composed of conference staff members and teachers attending the conference. Arrangements have also been made for book exhibits and business machines demonstrations.

Inquiries concerning the conference may be addressed to either Dorothy L. Travis, Assistant Professor of Education, or O. M. Hager, State Supervisor of Business Education, University of North Dakota, Grand Forks, North Dakota.

CARIBBEAN CRUISE FOR LOUISIANA TEACHERS

Of course, we know that "All work and no play makes Jack a dull boy." The Louisiana business teachers, their families and friends have planned a Caribbean Cruise for ten days beginning July 5. If you want to know more about the cruise, write to Miss Gladys Peck, State Supervisor of Business Education, State Department of Education, Baton Rouge, Louisiana. Each summer, Miss Peck plans interesting and profitable experiences for the Louisiana business teachers. In addition to the cruise, there will be a workshop or short course for business teachers who would like to earn three hours' credit at Louisiana State University. The workshop dates are June 9 through June 29.

BUSINESS TEACHERS' CLINIC

The annual Business Teachers Clinic sponsored by the University of South Dakota has been scheduled for Monday and Tuesday, June 23-24. Methods and techniques in the teaching of typewriting, problems in distributive education, problems in the teaching of book-keeping, and problems in the teaching of shorthand and transcription will be featured.

Complete information about the clinic may be obtained by writing to Hulda Vaaler, Director, Business Teachers Clinic, University of South Dakota, Vermillion, South Dakota.

BUSINESS EDUCATION CONFERENCE

On March 22, the Eleventh Annual Business Education Conference was held on the campus of the Woman's College of the University of North Carolina in Greensboro. This conference for business teachers and others interested in business education is sponsored annually by the Department of Business Education, the Department of Commerce, and Zeta Chapter of Delta Pi Epsilon. The 1952 conference theme, "The Responsibility of the Public School in Helping the Youth of America Acquire an Intelligent Understanding and Appreciation of the American Economic System and the American Business System as an Integral Part," was discussed by four prominent businessmen.

MONEY-MANAGING WORKSHOPS FOR 160 EDUCATORS

Four universities—Pennsylvania, Wisconsin, Connecticut, and Southern Methodist—will hold summer workshops in cooperation with the Committee on Family Security Education of the Institute of Life Insurance. Although the workshops to be held this summer by the four universities will not be exactly alike in program, all will be designed to promote more effective teaching of family financial security education in America's high schools. Students at the workshops will thus include high school teachers, administrators and faculty members of teacher education institutions, who will be recipients of scholarships awarded by the sponsoring universities.

For information concerning scholarships, fees, credits, and other information, write to the dean of the college of education of the respective university.

(Continued on page 6)

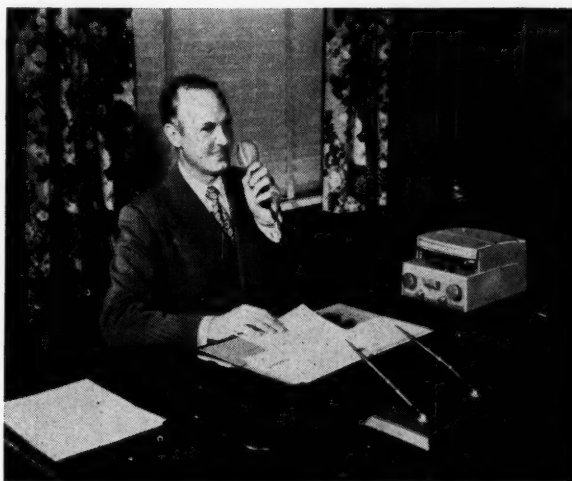
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Name of affiliate association you represent as a (delete
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Number of reservations you desire for the fellowship luncheon. (*The luncheon will be held on Saturday, June 28. The cost will be approximately \$2.25 including tax and gratuity. Reservations should be made early, however, tickets may be picked up at the UBEA registration booth prior to 10:00 a.m. on the day of the luncheon.*)

.....
Check here if you are not a delegate or alternate but wish to attend the UBEA open meeting and luncheon. (*The meetings and the luncheon on June 28 will be open to all UBEA members and members of affiliate associations. Business teachers in the Denver area and others who can arrange to be present are cordially invited to attend these meetings.*)

.....
Check here if you plan to attend the Mountain-Plains Convention on June 26-28 in Denver.

Please mail this reservation to Hollis Guy, Executive Secretary, UBEA, 1201 Sixteenth Street, N. W., Washington 6, D. C.

SOUTHWEST CONFERENCE

Unique among business education meetings is the Southwest Conference on Business Education held on the New Mexico Highlands University campus each summer. To be held this year on June 13-14, the conference will, as usual, take its cue from the Friday morning keynote address to be delivered by a leading businessman. The problems and needs of business will be studied in terms of classroom preparation and desirable standards of attainment. Prominent business educators, including a FORUM editor, a former UBEA president, and the current UBEA vice president are among the guest speakers scheduled for conference sessions. Joining these leaders will be other guest speakers, all interested in the basic problem of developing a closer relationship between business and education.

A copy of the program will be mailed upon request. Address request to Vernon Payne, Department of Business Administration, New Mexico Highlands University, Las Vegas.

BUSINESS EDUCATION DAY

Each year, the Department of Business Education at Wichita High School East, Wichita, Kansas, sponsors a Business Education Day. The purpose of Business Education Day is to give pupils who are specializing in business subjects an experience they could not otherwise get. Pupils specializing in the various areas of business education are released from regular school-day responsibilities to visit local business firms where they see business in operation. Films related to business education, personality, and citizenship are shown in the school auditorium to those pupils enrolled in business subjects who are not business majors. Business teachers who are not committee sponsors supervise the showing of these films. At present, there are 3,200 students enrolled in Wichita High School. Of this number, 1,822 are enrolled in business subjects.

A SPECIAL OFFER

A special package containing three issues (April 1948-50) of the FORUM which feature the distributive occupations may be obtained by sending one dollar (postage paid on orders accompanied by check or money order) to UBEA, 1201 Sixteenth Street, N.W., Washington 6, D. C.

COLUMBIA UNIVERSITY CONFERENCE

Teachers College, Columbia University, Conference in Business Education will be held on Saturday, July 26, 1952. The subject for the 1952 Conference is "Meeting the National Emergency for Transcribers." One of the critical shortages of manpower is the lack of competent transcribers. There are not enough persons who can either take dictation by hand or on a machine, or who can use one of the various voice-recording machines. The problem of supplying a sufficient number of competent persons in this field is one which should be of concern to all business teachers. There will be demonstrations of various shorthand systems and of various shorthand and office-recording machines. Experts in the field will discuss the problems of training high-speed transcribers. There will also be presentations (1) of the national needs, and (2) of suggestions as to how the local schools can help relieve the now-evident shortages. The conference is open to all interested persons; no fee is charged (except for the luncheon) and no credit given.

Reservations for the conference and the luncheon should be made in advance with Professor Hamden L. Forkner, Teachers College, Columbia University, New York 27, N. Y.

FIFTH ANNUAL MID-WINTER CONFERENCE

The Business Education Service, State Department of Education of Virginia, held on February 29 and March 1 the Fifth Annual Mid-Winter Conference on Business Education. Among the conferees were the vocational office training coordinators, heads of departments of large high schools, business teachers from small high schools, representatives from business, and State Department personnel.

The conference featured a panel representing the State Supervisor of Trade and Industrial Education, Director of Personnel of Southern States Cooperative, State Supervisor for the Distributive Occupations, Director of School-Community Relations for the Richmond City Schools, and the Director of the Division of Vocational Education from the State Department of Education.

Other important features of the conference were the sessions devoted to "Problems in Teacher Education" and "Problems of Improving Business Education Through Extra-Curricular Activities." A symposium on "How Can the Schools Better Meet Their Responsibilities in Training for Consumer and Vocational Competency?" was an outstanding part of the program.

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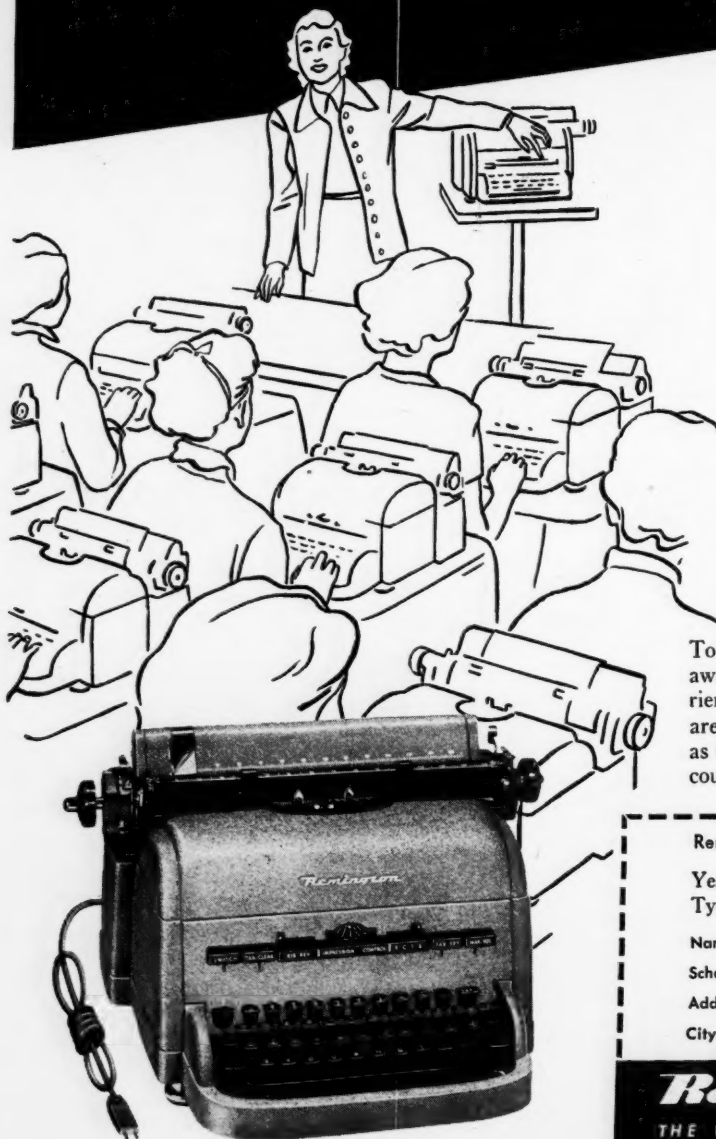
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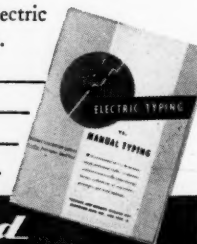
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COORDINATION IN DISTRIBUTIVE OCCUPATIONAL TRAINING

In previous annual numbers of the FORUM relating to training for the distributive occupations, the central themes have included presentations of curriculums and course content, teaching materials and methods, and administration and supervision of training programs for employed distributive workers and high school and junior college students enrolled in cooperative school-and-employment courses. Throughout these numbers reference was made to the place and need of coordination.

The present number of the FORUM is devoted to coordination. The various articles indicate the importance of effective coordination and how it may be achieved in the phase of distributive occupational training discussed. In every article comment is made that training programs for adults and students are successful in proportion to the amount of coordination present.

Definition. Coordination is the process of linking or tying together of the elements of a training program for the purpose of achieving maximum effectiveness and satisfaction. Coordination should be present from the earliest stages of planning to the use of the instruction on the job by the trainees and its subsequent evaluation.

Effective coordination of distributive occupational training covers (a) overall and (b) specific aspects. Relating to the former, the following elements should be considered by the local supervisor, coordinator, or teacher-coordinator: survey and census of the distributive workers and their instructors with practical experience, adequate reference library of practical and up-to-date instructional materials including audio-visual aids, advisory committees, support of the business community, adequate publicity, and provision for evaluation and follow up of the results of training.

The supervisor or coordinator needs to keep these elements constantly in mind if his program is to expand and improve. His is a promotional job endeavoring to serve larger and larger segments of the business community with practical and effective courses of training.

Specific aspects. Coordination also has a specific educational connotation. It is a basic postulate of vocational education that the content of each course should provide direct help to the group. The instructor serves as a coordinator in keeping the training geared to the needs and interests of the trainees. By being responsive he revises the course as required to apply to the changing problems that arise on the job.

Significance of coordination. In summary, a coordinated program is a planned one. Having as a major goal the increase of proficiency or understanding of the worker, coordination helps by keeping all elements meshed or linked together. By looking ahead the coordinator brings all elements of training into play when and where needed. He anticipates problems and needs and as a result his program operates smoothly with a minimum of disruptions.

WILLIAM R. BLACKLER, *Editor*

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THE Forum

Local Coordination in the Adult Phases of Education for the Distributive Occupations

From a practical point of view, coordination of the adult program must include planning, promotion, supervision of instruction, and public relations.

By T. CARL BROWN
State Department of Education
Raleigh, North Carolina

Program planning in the extension phases of vocational education for the distributive occupations is probably the greatest need and the most difficult of achievement of any phase of the entire program. Some of these difficulties arise because the vocational act is so written as to include all phases of distribution and services. There are innumerable variations in types of distribution, organization and methods of operation. Training has not been traditional in the field of distribution and consequently there has been little professional literature to serve as a guide or pattern toward developing a program of education for this field. Also, the philosophy of vocational education has pointed to specific preparation to meet specific needs.

Against this background, coordinators in general approached the program largely with remedial training in mind. Major emphasis was placed on "flexibility." Each course given was a matter of expediency. In the beginning there were very few planned programs of studies. The adult program might have been described as an assortment of courses bearing little relationship to each other or to any planned program. In the early years, long range objectives and program planning were something to be discussed occasionally but in practice, ignored. Nor were coordinators alone responsible for such "short term" thinking; it was shared by state and national leaders as well. Developing a program of education for distribution is, therefore, the responsibility of state and national leadership as well as local coordinators.

A more logical approach toward program planning is developing in many states. In order to secure a more comprehensive picture of the total educational needs in retailing, the largest single field of distribution, distribu-

tive education personnel have asked themselves and advisory groups of merchants just what preparation is needed by salespeople and other employees in that field. Hundreds of job analyses in various types of retail organizations were made or studied by distributive education personnel. The consensus seemed to be that successful salespeople must: (a) know how to sell, (b) know the merchandise they are selling, (c) understand customers and be personally acceptable, (d) be efficient in using store arithmetic skills, (e) know something of sales promotion, and (f) have an understanding of business operations and policies.

It has been further agreed, in general, that personnel on the supervisory level—including buyers, department heads and all of the junior executive groups in retailing—must: (a) understand and practice good human relationships, (b) be able to select and train personnel, (c) know merchandising methods, (d) be able to understand and interpret business conditions and trends.

Since these elements summarize the basic areas of education needed by employees and supervisory personnel in the field of retailing, they become the basis or pattern for a program of studies. It is realized that many of the skills and knowledges required by management are the same as those required by supervisory personnel. Additional study must be done, however, and additional educational facilities must be developed before an effective management program can be offered by the distributive education services in many communities.

Evaluation of the results of offering various courses in past years led to the conclusion that little could be accomplished through individual courses alone. Furthermore, since potential trainees are working full time and

have many other activities competing for their spare time, it has not been considered wise to schedule courses for more than ten to twenty hours in duration. What is needed is a sequence of courses which can sustain interest in the education program and result in upgrading the personnel enrolling. The program of training must be comprehensive enough to cover the field of work in which trainees are engaged and yet specific enough to help individuals become more efficient in their jobs and to prepare them for promotion.

A great deal of progress was made when several communities developed and established a series of six to ten specific courses covering the major skills and information needed by persons on the employee and the supervisory levels. In many cases, provisions were made to award a diploma to those completing the entire series of courses on either level. This type of program was easier to organize, promote and publicize because it was a definite, describable, sequential, program of studies. Courses were developed with the help of state and national leadership so that course content could be uniform and consistent. This helped to sustain interest on the part of trainees because they could set a definite goal in their educational program. This was a major step forward over the mere offering of "hit or miss" heterogeneous courses with makeshift instructional materials in many different aspects of distribution.

This type of planning, however, goes to the opposite extreme and tends to become too inflexible. It is quite possible that it is too rigid to be effective in a dynamic field such as retailing. Courses must deal with general principles and may not be specific enough to meet the real needs of persons in such diverse fields as home furnishings, jewelry, food and clothing.

A slight modification of this plan gives promise of meeting more fully the exact requirements for a program for retail employees and supervisors. With this approach, the information and skills needed by retail employees are thought of as "areas" of information rather than as specific subjects. For instance, it was agreed that all successful salespeople must know how to sell. Selling, therefore, as an "area" of information is common to all salespeople whatever the type of merchandise they are selling. Different kinds of sales courses, however, or subjects under the general "area" of selling may be offered to meet the needs of individuals in similar work. In the "area" of merchandise information, an appliance salesman must learn something about household appliances; a person in a ladies ready-to-wear department must know something about fabrics and styles; an employee in a food establishment must learn something about food, while a home furnishing salesman must study furniture and the other home furnishing accessories. The same reasoning applies to the other areas of

information and skills needed by salespeople as well as by supervisory personnel. Under this plan, therefore, everyone enrolled follows a definite pattern of training leading to completion of a series of courses and a diploma; but the specific courses each individual takes tend to be those which are specifically helpful to him in his particular field of work.

The North Carolina diploma program outlined below illustrates the method of establishing "areas" of information and some suggested courses falling in each area. It will be noted that programs are established on both the employee and the supervisory level.

Retail Program—Requirements: 100 Hours

AREA OF LEARNING

- I. Selling and Service (Select two courses)
Suggested Courses—Selling Techniques; Selling Today; Customer Relations; Professional Selling Today; Telephone Selling; Selling of Specific Merchandise such as food, shoes, and the like
- II. Merchandise Information (Select one course)
Suggested courses—Textiles; Non-Textiles; Specific Merchandise; Color, Line, and Design; Fashion
- III. Personal Improvement (Select one course)
Suggested Courses—Personality Development; Effective Speech; Public Speaking; Applied Psychology
- IV. Store Mathematics (Select one course)
Suggested Courses—Basic Store Arithmetic; Retail Mathematics
- V. Sales Promotion (Select one course)
Suggested Courses—Advertising and Display; Interior Display; Principles of Advertising
- VI. Business Operations (Select one course)
Suggested Courses—Store Operation; Stock Keeping; Receiving, Marking, Pricing

Retail Supervision Program—Requirements: 120 Hours

AREA OF LEARNING

- I. Selling and Service—Same as above
- II. Merchandise Information—Same as above
- III. Personal Improvement—Same as above
- IV. Merchandising (Select one course)
Suggested Courses—Merchandising Mathematics; Planning; Buying
- V. Sales Promotion (Select one course)
Suggested Courses—Advertising; Display; Techniques of Sales Promotion
- VI. Business Operations (Select one course)
Suggested Courses—Improving Job Operations; Job Management; Credit and Collections
- VII. Selection & Training (One required course)
Suggested Courses—Job Instruction (Required); Selection and Placement; Sponsor Training; How to Conduct Store Meetings
- VIII. Employee Relations (One required course)
Suggested Courses—Human Relations (Required); Supervisory Methods

"Supervision is simply a means of improving instruction."

IX. Business Economics (Select one)

Suggested Courses—Business Law; Economics of Retailing; Store Organization

NOTE: It is believed that this framework for a program of education may be used by most coordinators, but before it can be implemented as a complete training program, many additional courses of study must be developed. With a basic educational program for at least the employee and supervisory groups in retailing, the coordinator will find his task of organizing an adult program in distributive education much simpler and easier.

Supervision of Instruction

The second aspect of the coordinator's responsibility dealt with in this article is the supervision of instruction. Supervision is simply a means of improving instruction. In the final analysis, good instruction is the end result of all our efforts in planning, organizing, promoting, and supervising. To be effective, instruction must function in the attitudes, skills, and vocational intelligence of distributive workers. Following are some of the coordinator's major responsibilities in the area of supervision of instruction:

1. Development and organization of teaching materials
2. Teaching classes himself
3. Selecting and training part-time instructors
4. Assisting instructors in organizing teaching materials
5. Arranging for equipment and supplies needed for instruction
6. Supervising classroom instruction
7. Evaluation of instruction

One continuing responsibility of the coordinator lies in the area of course development. Many courses and instructional materials developed throughout the country have been reproduced and in many cases are being exchanged with other states so that these materials are available for the use of more local coordinators. However, instruction on many aspects of distribution is required in any given community for which no prepared course is now available. The coordinator, therefore, must develop specific instructional materials to meet needs in his own community. Even when courses of study or course outlines are available to the coordinator, there is still the problem of developing the instructional materials and methods so as to meet the specific needs of any group. In some instances, this involves only lesson or session planning and the development of illustrative materials understandable by class members.

Most coordinators will find it necessary, at least occasionally, to teach classes themselves. An effective job of teaching helps the coordinator to secure the confidence of the business community. Then, too, there are some types of courses which can be taught best by a professional teacher. Sometimes it is necessary for the coordi-

nator to teach courses because they must be held at a time of day when no part-time teacher is available or because there is no suitable part-time teacher available.

Selection and training of instructors is of primary importance because of their direct bearing on the quality of instruction offered. Those selected as instructors should have a thorough mastery of the occupation or subject matter which they are to teach, be able to express themselves clearly, and must be acceptable to persons enrolling in their courses. Initial teacher training before they begin teaching a class is particularly needed by non-professional instructors.

The supervision of classroom instruction is a vital part of the coordinator's job. Purposeful observation helps the coordinator to see whether the instructor has organized and mastered the subject matter, whether he is using effective teaching methods, and to evaluate attitudes and reactions of group members. Nearly all non-professional instructors require assistance in organizing teaching materials. Without such assistance, even a very successful businessman may find himself covering in one hour materials which it took him several years to master. Coordinators, then, must assist instructors in preparing materials for the entire course and for each session in some logical, sequential manner which will assure maximum learning.

Evaluation

Finally, the coordinator must evaluate the effectiveness of the entire extension program, as well as the effectiveness of specific courses. Some informal evaluation is made through the observation of classroom instruction. Other evaluative techniques consist of having members of a class reply to questionnaires on the value of the course and the effectiveness of the instructor. Some coordinators have used brief rating sheets on which the class member without signing his name rates the subject matter, the instructor, and the usefulness of the instruction in his work. Over-all evaluation of the effectiveness of the entire program is badly needed. Everyone in the field of distributive education must help determine whether those taking instruction in the program are able to perform their jobs more efficiently, whether they use skills being taught, whether they show improved attitudes toward their work, improved morale or earned promotions; and lastly, whether better service is offered to the community.

If we are to achieve the objectives of distributive education, and if distributive education is to survive as an educational service, the local coordinator must plan his program wisely to meet actual needs, promote skillfully, provide effective instruction which up-grades distributive workers, and interpret the service to the general public.

Effective Coordination of Cooperative Education Programs

The personal relationship between the coordinator, employer, and trainee must be very close and with frequent conferences.

By MARGUERITE LOOS
State Department of Education
Columbus, Ohio

Any program of education for the distributive occupations is only as good as the individual coordinator's application of vocational principles of developing instructional material to meet the needs of the students on the job. This is accomplished through a definite understanding of the aims and purposes of the cooperative program. Much has been said of the importance of the "grass roots" in any organization, and nowhere is local performance more vital to the strength of the entire field than in distributive education and particularly in the cooperative phase. Not only the community, but the state and national reputation of the program depends upon the effectiveness of the local coordination.

Who is this local coordinator and what is his function? Ordinarily, the coordinator is a person with a rare combination of talents and training. Not only must he be a salesman with actual experience in the selling field, but he must be an accepted teacher as well. The coordinator also has tact, administrative ability, a keen analytical sense and the ability to handle details, as well as being a promoter, an enthusiast, a student of human nature—all rolled into a compelling and pleasing personality. Above all, he must have the ability to get along with people.

Function of Coordinator

As to his function of coordination, it might be considered as primarily a liaison activity. It is the part of the program particularly concerned with bringing instruction into proper relationship with the needs of the occupations served. In doing this, the coordinator checks job performance with instruction, seeing that the student applies on the job, the principles learned in his classroom work. Thus the coordinator is the link between the school room and the store or place of business, interpreting each of these separate worlds to the other through the medium of his student.

The cooperative high school program requires classroom instruction in retail, wholesale and service training with a minimum of fifteen hours a week experience in a regular distributive occupation position. It is truly an "Earn while you learn" program, and in order to do a successful job, the coordinator must be fully cognizant of the conditions under which the work is to be done and of the responsibilities of each cooperating agency.

It is clear, therefore, that the coordinator-instructor in a student cooperative program must be sharply aware of the many objectives to be achieved. He must maintain a harmonious balance of relationships between the employer, the student, and the school and he is the all-important balance wheel. In order to do this, he must have a complete understanding of the employer's point of view and the policies represented. He must know the needs of that employer, but more important still, he must be sure that the employer also understands his own responsibilities in the training program and toward the student trainee.

Another major objective is the preparation of the student to enter his chosen vocation. To the successful coordinator, each student-trainee must be a challenge; an individual with all of the complexities of the human personality to be examined at close range and understood; and to be molded into the best pattern possible insofar as his abilities will permit, by means of capable training.

Initial Preparation

The usual method of procedure in student preparation begins in the sophomore and junior years when pupils are given the information, standards and requirements for cooperative classes. Schedules must be planned to meet graduation requirements and work assignments. The applicants are carefully screened in the spring, and only those showing definite aptitudes for sales work or retailing are chosen. Job placements often require revision

"To each coordinator, each student must be a challenge."

of the curriculum to fit current needs; alacrity in maintaining courses that are practical and applicable to the occupation; and the introduction of new and live subject matter to quicken interest and to make theoretical background more effective. But all of this is not sufficient to prepare the boy or girl for his "laboratory" or on-the-job experience, unless competent instruction and supervision are also provided.

Generally, students attend classes for half a day, spending the remaining half in a work situation. Taking the student's personality, interests and abilities into careful consideration, the coordinator tries to place him where he will get the maximum amount of good from his work experience. In many department stores, for instance, the student may spend some weeks in the stock room, wrapping packages, or being an inspector, until he is thoroughly acquainted with the store's system and operation. After a given period, he is advanced to the selling floor, where he again may be placed in a number of different departments at stated intervals, thus acquiring a variety of selling experiences so that his training is not one-sided or limited in any way.

Some coordinators in vocational schools, because of school or merchant requirements, find it more convenient to have students in school one week and on the job the next. Whichever system is used the important factor is that of job rotation, giving the trainee plenty of opportunity to try his abilities along different lines.

School Instruction

During class instruction, the coordinator sees that the student acquires a good background in sales techniques, merchandise information, human relations, a review of arithmetic fundamentals, and a knowledge of store operation. This is accomplished through projects and assignments, job analysis, a study of current publications in the field and instructional material furnished by the store, manufacturers and from the many sources of visual aids available to distributive education instructors. Many good slide films and movies are produced especially for the purpose of sales information, and the alert coordinator keeps abreast of the latest developments along these lines.

In addition to classroom instruction, the coordinator works individually with each trainee visiting him on the job three or four times a week, selecting varied hours at times when he can be most helpful to the student. Generally the coordinator spends three to four hours a day in these visitations, particularly when he is responsible for a large number of students.

In order to make the most efficient use of his time, of course, he will have to work out a usable method of procedure which will include record keeping, a plan for observing the student on the job; counseling and guidance for the student during this apprentice period; and

frequent conferences with the employer. It is most essential that the coordinator have a nicely-balanced sense of timing, for while it is important that he check with the employer often enough to derive maximum benefit from these interviews, they must be well-planned and purposeful.

If the situation warrants, and it is possible to visit the student's home, a much greater understanding of the individual will result. An increased sense of cooperation with the program and the school on the part of the parent is also a worthwhile by-product of this sort of coordinator activity.

Evaluation and Follow-up

During all of this period, the coordinator must evaluate the progress made by the student. This is accomplished in part by student ratings given by the employer along with comments and suggestions. Often a well-planned progress card of work experience is used, which includes information on the rotation of jobs, the totals in sales for given departments and time periods, and the number of transactions represented, when this is practicable.

All of the effort expended in training would be of little value if the trainee's progress were not carefully followed up by the coordinator. The personal relationship between the coordinator, employer and the trainee must be a very close one, with frequent conferences on student problems and achievements. Throughout the year, regular progress reports are made to the Advisory Committee, the State Supervisor of Distributive Education, and the school officials.

Perhaps no one person in the community has a greater opportunity to promote good will than does the coordinator. Through his activities, he can bring together the businessmen of the community and the school administrators in a closer understanding of each other's problems. Through his supervision and the standards of training set-up with the assistance of the advisory committee, the merchants are provided with especially trained part-time help who will become the leaders in the distributive occupations of tomorrow. On the other hand, the young trainees are given an opportunity to explore the field of distribution and to find their most productive place in that type of work with a background of information and experience that salespeople of many years' service may well envy.

Through the coordination and carefully planned instruction of cooperative programs, the real purpose of vocational education is realized. This purpose is "to provide training to develop skills, abilities, understandings, attitudes, and working habits; and to impart knowledge and information needed by workers to enter and make progress in employment on a useful and productive basis."

"The title of the advisory committee is not so significant as the purpose."

Coordination Through the Use of Advisory Committees

There are four identifiable types of committees, any one of which could be used in some part of the distributive education program.

By ROBERT F. KOZELKA
State Board of Vocational Education
Springfield, Illinois

Advisory committees consist of competent individuals who are interested in the educational programs which are in need of their counsel. Their function is to counsel with and advise the school with respect to improving the distributive education program. They may be called councils, boards, committees, or commissions, but the title is not so significant as the purpose. The term "advisory committee" implies advice, investigation, and reporting back, but does not include any legislative or administrative responsibility.

Types of Committees

The general advisory committee may be appointed to assist in the development of the total distributive education program offered by the Board of Education. This type of advisory committee might be best used in a metropolitan area in which there is a need for an overall committee to help coordinate the program. The committee may be asked to assist in the development of a city-wide system of rating cooperative part-time students on the job. The resulting rating sheet should be easily understood and readily accepted by all cooperating establishments, trainees, and parents.

A departmental or school advisory committee may be appointed to assist in the development of a cooperative part-time program offered in a school serving a particular community and shopping district. The school advisory committee may be asked to assist in obtaining community business leaders to speak to members of the class as various units are introduced by the teacher.

A third type of advisory committee, by one vocational service called a craft committee, may be appointed to assist in the development of a particular program, such as "Paint Power" or "Wool Facts" or other similar types of trade-related programs. The industry or craft committee may find that while a particular sales training program had been successful, a number of deficiencies were discovered in the enrollees, and that courses

in merchandise information or business arithmetic should be made available to these same students. It becomes the obligation of the advisory committee to organize and promote the necessary class.

Lastly, a special advisory committee may be called together for a special purpose, usually indicated in its title. The special advisory committee may be assigned the task of making recommendations to the school board for purchasing a retail training unit to be installed in the classroom. The questions of size, color, flexibility and teaching value of the unit must be answered by the committee and included in its report to the Board of Education.

These examples are given to show the types of subjects which the various committees may discuss. The title of the committee should define the work of the committee and the limits of its activities. The "Paint Power" committee, for example, would limit itself to the problems of education for paint distribution, and would not be expected to discuss problems concerning other special programs. The special advisory committee would concentrate its efforts on the subject for which it was organized, make its report to the Board of Education, and go out of existence when the task is completed.

A detailed treatment of advisory committee organization and operation is contained in *The Advisory Council for a Department of Vocational Agriculture*, Vocational Division Bulletin No. 243, Agricultural Series No. 60, Office of Education, Federal Security Agency, Washington, D. C.

The work of the vocational agriculture leaders cannot be overlooked, especially when the second sentence on page 3 of the advisory council bulletin indicates a little of the history of the advisory committee idea: "As early as 1911, it was mandatory in Massachusetts to have advisory committees for local departments of agriculture." The problems which face teachers of the distributive occupations and their programs are similar to those

"A general advisory committee should have a larger membership than a special advisory committee."

once faced by the teachers of vocational agriculture, and we can learn much by their experiences with advisory committees.

General Purposes

The vocational agriculture pamphlet lists four general purposes of the advisory council which are listed here, with alterations in the descriptive material to suit distributive education terminology.

1. Educational Purposes of the Advisory Committee
 - a. To make recommendations to school administrative authorities on plans relating to education for the distributive occupations represented in the community. Such recommendations also include the organization of adult classes, and the stimulation and encouragement of such classes.
 - b. To secure the benefit of group thinking in reaching decisions on the planning and development as well as the scope and objectives of both the annual and long-time programs in distributive education.
 - c. To advise with the teacher in planning a well-rounded program which insures a proper balance between the various phases of distributive education. This procedure helps to correct any program weakness before unfavorable situations develop.
 - d. To assist the school administrative authorities in evaluating the distributive education program.
2. Operational Purposes of the Advisory Committee
 - a. To insure the continuation and stabilization of the program when changes occur in either the instructional or the administrative staffs.
 - b. To assist in adapting the program to new and changed conditions.
 - c. To provide an opportunity for the teacher to obtain counsel and assistance on special problems and new undertakings.
 - d. To assist in locating new placement opportunities that will improve the chances of distributive education graduates to become more satisfactorily established in distributive occupations.
 - e. To help the teacher correlate his programs with those of other community groups and agencies concerned with distribution and distributive education.
 - f. "To aid a teacher in tempering his overenthusiasm for a particular phase of the program, that might result in the neglect of some other essential part of the educational program."
 - g. "To serve as a mediary between the community and the school when a new or an enlarged program is launched."
 - h. "To assist in planning and conducting organized field trips as a part of the educational training program. The support of the advisory council in this important phase of the training program will encourage its further acceptance by school administrators."
 - i. To assist in obtaining special teachers for the adult programs.
3. Informational Purposes of the Advisory Committee
 - a. To assist in keeping the public informed regarding

the program and in relaying public opinion about its activities back to the department.

- b. To inform school administrators on educational problems of distribution and provide an opportunity for them to become better acquainted with distributive personnel in the community.
 - c. To assist in clarifying and strengthening the relationship of the program with the business, manufacturing, and agricultural organizations and activities in the community. This procedure will also be helpful to the teacher in meeting with individuals and groups that he should know.
 - d. To assist a new coordinator in obtaining a quick insight into the distributive education needs of the community.
4. Organizational Purposes of the Advisory Committee
 - a. To advise the coordinator concerning the organization and operation of a local chapter of the state distributive education club.
 - b. To aid in promoting and establishing adult classes.
 - c. To lend prestige to the work of the department.
 - d. To stimulate the personal initiative of the coordinator.

Committee Appointments

The pamphlet, *Vocational Advisory Committees*, a bulletin prepared by the Committee on Research and Publications, American Vocational Association, Inc., Washington, D. C., 1950, contains a chapter, "How Advisory Committees Are Appointed," which includes the following directions:

When anticipating the appointment of an advisory committee, the administrator must first receive the approval and support of the local Board of Education. School Boards are sometimes suspicious of advisory committees, fearing that they will assume too much authority and perhaps exercise some of the administrative and legislative powers ordinarily delegated to the Board. If an advisory committee is to function successfully, this point of view must give way to one of respect for the experience of the committee members and confidence in their judgment and ability to improve the school program.

The number of members to be included on an advisory committee depends on the type of committee to be formed and the work to be done. In most cases, a general advisory committee would have a larger membership than a special advisory committee. The most frequent range mentioned seems to be from five to nine members for general advisory committees. The device of having an alternate serve in the absence of a regular member is beginning to appear in more and more reports, and it seems to be an excellent way of dividing responsibility with little loss of efficiency.

The term of membership varies, with a tendency toward the three year term for each member as he is appointed. The committee usually elects its chairman.

The "Letter of Invitation" to become a member of the advisory committee should come from the Board of Education. The AVA bulletin contains the following paragraph under that title:

"The value of the advisory committees is in relation to the enthusiasm and cooperation generated by the coordinator."

Regardless of the method by which members are selected, the final authority for approval must rest with the Board of Education and a formal invitation to membership on an advisory committee should always come from the Board. This is necessary from two points of view. First, it helps to remove any reservations the Board might have that the advisory committee would usurp its rights and responsibilities and thus fosters harmony between the Board and the newly-formed committee. Secondly, the members of the advisory committee will have a healthier concept of their proper place in the school organization when they are appointed by the highest authority. They realize that they are responsible to the Board of Education and that they have no authority except as their recommendations clear through the Board of Education or its appointed representative.

The question of whom to appoint can be answered, it seems, only in generalities. Many criteria should be kept in mind when selecting individuals for membership, and they seem to be of varying importance, depending on the type of committee to be chosen. A general advisory committee member may not need to have as much occupational experience as a member of an industry or craft committee which is to help with a course of study. A potential member may have a limited amount of time to give to advisory committee work, but his contribution may be as valuable as the relatively larger block of time another candidate might be called on to spend in conference with an architect examining blueprints and floor plans.

A balance should be reached between aged wisdom and youthful energy, between large and small businesses, between employer and employee influences, between representation from "old" service clubs and "new" service clubs, and between all the other balance wheels that tick away the life of the community. The coordinator who is alert will soon learn the names of desirable candidates, and some of his wisest counselors can be the experienced teacher on the faculty and his school administrators. If the advisory committee has been in existence before the coordinator appears on the scene, he should listen attentively and move slowly and carefully, building on the strengths which have been displayed in committee meetings, and ignoring the weaknesses.

It is very simple to say that the time to organize a committee is when there is need for one. It is equally simple to say that no good can come from an organization which has no reason for being. If there is no program of activities for the committee to undertake, the results will be quite disappointing.

The activities of advisory committee members seem to be a reflection of the teacher's enthusiasm and ability, and their interest in the program is a measure of the public relations activities of the teacher. First of all, the members of the committee should be informed as to what distributive education is about. The usual practice is to enlist the aid of the committee in developing objectives and in constructing the training agreement,

statement of policy or whatever device is used which states the rules of the game. During the orientation period, the program for the committee should be outlined for the coming year and various responsibilities for the program may be assigned. In a few schools, the members of the committee have requested that the class in distributive occupations provide a monthly newsletter which can be furnished to all the organizations represented on the committee.

Some of the other activities in which advisory committees cooperate include: Employer-employee dinners, construction of slide films, determining of learner wage scales, annual state convention, educational tours, rummage sales by clubs, Student-Manager Days, radio and television contacts, aid to scholarship fund, employee relationships, service club contacts, adult education programs, special surveys, and others which local teachers have been too modest to include in their monthly reports of coordination activities.

SELECTED READINGS ON EDUCATION FOR THE DISTRIBUTIVE OCCUPATIONS

From Business Education Forum (Vols. I-VI)

- "Advertising—Objectives and Course Content," Herbert H. Palmer, Apr '48, p. 34.
- "Better Selling Begins with Better Training," Anne Saum, Apr '47, p. 36.
- "Business Aids for the Distributive Occupation," Eldon L. Volk, Apr '51, p. 16.
- "Business Training for Today and Tomorrow," B. Frank Kyker, Apr '47, p. 6.
- "Chain Store Training Materials," Lewis R. Toll, Nov '48, p. 13.
- "Community Relations and Cooperative Training in Distributive Occupations," William J. Josko, Jan '49, p. 16.
- "Cooperative Distributive Training in the Junior College," Virginia Gohn, Apr '47, p. 41.
- "Cooperative Education in the High Schools of New York City," Grace Brenna, Oct '48, p. 16.
- "Cooperative Retail Training in the University," Hans E. Krusa, Apr '47, p. 34.
- "Courses in Merchandise Information," John W. Wingate, Apr '48, p. 29.
- "Distributive Occupations Training," John A. Beaumont, May '48, p. 19.
- "Equipment and Aids—Equipment for the Distributive Education Department," Dorothy E. Simmonds, Apr '51, p. 34.
- "Evaluating Cooperative Training for the Distributive Occupations," K. Otto Logan, Apr '51, p. 13.
- "Federal-aided Adult Extension Evening and Part-time Classes for Year Ending June 30, 1948," G. Henry Richert, May '49, p. 18.
- "Field Trips to the Small Store," Albert Rosen, Jan '51, p. 34.
- "Film Guide for the Teaching of Salesmanship," William R. Blackler, Apr '50, p. 30.
- "Forum Salesmanship Savings Bank," Willard M. Thompson, Jan '50, p. 37; Feb '50, p. 36; Mar '50, p. 35; Apr '50, p. 34; Oct '50, p. 35; Nov '50, p. 36; Dec '50, p. 36; Jan '51, p. 36; Feb '51, p. 36; Mar '51, p. 34.

(Continued on page 24)

Coordination of State Operations in Distributive Education

*The basis for a distributive education program offered in conformity with
Federal and state vocational education acts rests upon a sound state plan.*

By JACK MILLIGAN and LAWRENCE T. THOMSON
State Department of Public Instruction
Lansing, Michigan

Overall coordination activities in state departments of education are very similar. However, specific activities of a coordinating nature carried on by state distributive education personnel may vary because of the different philosophies regarding the function of state education authorities and so long as their operation procedures must of necessity conform to legislative enactments within the states. Perhaps, though, these differences are for the best since they result in educational programs tailored to fit the needs of the particular state and its local communities.

Distributive education is now entering its fifteenth year. During this period of growing up, improved operational patterns have been developed on the state level; although, certain roadblocks to advancement of the program have also made their appearance necessitating new avenues of approach.

It would be, therefore, quite impractical to attempt to describe any one pattern of operation which would function universally. Nevertheless, there are some general activities performed by state personnel which must be coordinated if the distributive education program is to become an integral part of educational offerings in local communities.

Essentially, the coordination of state activities in distributive education becomes a problem of relationships. Just as human relations is the backbone of distribution; so too are human relationships the backbone of well organized state operations in the distributive education field. State personnel must strive to have effective programs of distributive education introduced into and accepted by local schools as an integral part of their total educational program. To achieve this end, it is essential that state operations be geared as closely as possible to the accepted educational pattern of both the state and local communities.

Distributive education, has a rightful place in the educational pattern. To attain greater acceptance of this point of view, state personnel must have happy relationships with other state staff members, with local superintendents, principals, and, yes, with entire faculties. State personnel also must develop similar relationships with businessmen and employee groups. Activities on the state level must be coordinated in such a way that cooperation of all these persons is eventually secured so that programs may be set in operation and effectively maintained.

The starting point for state activities seems to lie in the state educational authority itself. The basis for a distributive education program offered in conformity with Federal and state vocational education acts rests upon a sound state plan. Essentially the state plan is a contract between the state and the Federal governments devised in accord with basic standards and requirements and state department philosophies and policies. It assures that newly inaugurated programs will conform with educationally sound, minimum standards.

State department distributive education personnel must make sure that their fellow staff members are thoroughly conversant with the philosophy and objectives of vocational education for the distributive occupations. In addition, they must continually keep all staff members informed of their program. Staff meetings, membership on curriculum committees, cooperation with other staff members in their areas of specialization, and promotional bulletins and memos are devices to be used in keeping the entire staff currently informed.

Elements of Coordination

As the program fans outward from the state department, it becomes obvious that there are many activities which should be thoroughly coordinated if distributive education is to win and maintain its rightful place in the local school educational pattern. The program must be

"Schools must be helped in the 'in-service' training of distributive education personnel."

sold to local administrators, to businessmen, to students, and to parents. Adequate means for locating and training a supply of well qualified teachers and coordinators must be developed. A system must be devised for preparing and distributing instructional materials and supplementary instructional aids; means for helping local schools evaluate programs must be determined; schools must be helped in the "in-service" training of distributive education personnel; and finally a reporting system must be devised so that information regarding the program is available at all times to educational authorities, businessmen, and the general public.

To accomplish these ends is by no means simple. Above all, adequate planning is essential before proper organization is achieved. The best operating organization, in turn, will progress successfully only when proper relationships are established with all those directly concerned with the operation of the program.

As a rule, state distributive education staffs are small—averaging perhaps two supervisors, supplemented by one or two teacher trainers who may be attached to either the state office or to a teacher-education institution. The actual operation of the program rests in the hands of local school administration and the local distributive education teachers and coordinators. Apparently it is because of the comparative newness of the idea of occupational training in this employment field and because of the past failure of educators to recognize its importance that the present specialized type of organization is necessary. Logically, distributive education should have the same acceptance as any other subject area in the curriculum.

Now let's take a practical approach to this matter of coordination. Below are detailed some examples of state level coordination in operation, as observed in the Michigan program:

Cooperative Occupational Training

Over the years many local school administrators have thoroughly accepted the value of cooperative training in the secondary school. Their primary interest has been that of meeting the occupational training needs of their own school youth and community. As they prepare to establish a local cooperative training program, they may not be too certain of the exact type of program they want. Their question is whether to adopt a distributive, office, trade and industrial, or diversified occupations program.

Michigan early recognized the problems involved in this situation, and devised a plan whereby within the state office, a Cooperative Training Committee was formed with membership consisting of representatives of the two vocational education divisions concerned with cooperative training—business, and trade and industry. The committee proceeded to resolve the differences in

philosophies and practices within the two areas, and planned a single line of action. Its first accomplishment was the production of a bulletin* which described the various types of cooperative training and how they might best fit into the local educational picture. Action on requests for information and help in organizing cooperative programs in local communities is taken in formal committee meetings with the bulletin as a basis. As a result, local administration is given unified advice and is aided in setting up the program or programs most appropriately meeting that community's needs.

Area Cooperative Programs

Two years ago four communities in the Detroit metropolitan area decided to include cooperative training in their curriculums but were hesitant about deciding what action to take since the separate business districts served the residents of all four school districts. State staff members were asked to attend a meeting of superintendents and principals to discuss cooperative training.

The final result was agreement upon an area cooperative program covering each phase of cooperative training—distributive, office training, and industrial. Special coordinators were jointly employed by the four communities to supervise the first two mentioned training areas. Each school also designated related subjects teachers to aid the coordinators in classroom instruction. The state staff further coordinated the activities by securing the cooperation of teacher trainers to help the local staff in orienting the new teachers and in developing instructional materials.

Adult Distributive Education

Recently a national trade association developed a training program designed to improve the sales efficiency of the many persons engaged in selling specific merchandise lines. The program was available only through the public schools. To be carried on successfully in any state it was, therefore, necessary that all action in regard to this program be well coordinated. First of all, members of the state staff attended meetings where the program was demonstrated—and so, became aware of its value. The next step was to have the teacher trainer become thoroughly acquainted with the program and with the instructional materials used in connection with it.

Meanwhile, the national trade association had disseminated information about the program to retailers throughout Michigan with the result that inquiries began to be received in the state office. About this time the state trade association was planning a statewide clinic, so it was agreed to request the national trade association representative to demonstrate the sales training program

*The Community Is Your Classroom—Bulletin No. 297, Office of Vocational Education, State Department of Public Instruction, Lansing, Mich.

"Distributive education should have the same acceptance as any other subject area in the curriculum."

at the meeting. Since a state meeting of distributive education coordinators was to be held during the same week, the national representative was asked to conduct a demonstration for them also.

Interest in the program was further stimulated among retailers and coordinators. The net result was that numerous requests for the program came to the state office and to the state trade association from merchants who wanted it offered in their community. Here is where coordination enters the picture, as up to this time local school administration had not been involved in the planning.

Accordingly, the state trade association executive, a distributive education teacher trainer, and a state supervisor of distributive education met to set up a plan of action. Their plan involved securing local school cooperation—to be taken care of by the state department; locating and training teachers—the responsibility of the teacher trainer; determining where the program should be offered—the joint responsibility of all three partici-

pants; securing employee enrollments—the responsibility of the state trade association executive and local retailers; and finally, working out arrangements enabling local schools to finance and supervise the program—a responsibility of the state department. This is an example of coordination of activities carried to the *Nth* degree. Success of the program depended on synchronized coordination of the activities of all concerned.

Coordination Required

Yes, a successful program of distributive education certainly requires the highest type of coordination of activities on the state level. State administrative responsibilities—including promotion, teacher certification, fiscal relationships, research, cooperation with local administration in curriculum improvement, teacher training, and relationships with the business community all must be geared to a common end. Distributive education then becomes an integral part of the total educational program of our high school youth and adults.

Effective Coordination in Public Relations

A realistic attitude toward existing public relations is essential.

By WILLIS M. KENEALY
State Department of Education
Los Angeles, California

A comparison between a public relations program in distributive education and one in business reveals many similarities. A supervisor or coordinator operates on much the same level as does the district manager in the average large business. Distributive education has "products" to sell just as does business. In our area of education we find a large and varied inventory on our shelves which is made up of course offerings or possible new courses. Likewise, we have present customers, potential or new customers, and collateral publics which are directly or indirectly affected by our product even though they are not our primary customers.

The similarity persists in that distributive education is also viewed by our public *as an institution*. Just as General Motors or General Electric Corporation have institutional prestige greater than the prestige of any one of their products so our institutional prestige exceeds that of any one of our courses. However, this overall prestige is achieved through individual product excellence which gains favorable acceptance from one part

of the general public. The standard of excellence of one product is more often than not accepted as being typical of all of the products of that institution. This tendency persists until an unfavorable experience tends to bring into possible disrepute not only the single product but the entire institution. The old saying, "one rotten apple can spoil the whole barrel" has public relations implications which the alert supervisor or coordinator will not overlook. The effect of the strengths and the weaknesses of each course in distributive education extends far beyond the classroom, and makes the public relations program easier or more difficult.

Formula for Planning

A complete analysis of public relations is not possible in this short article. However, even though our product inventories may vary in different school districts, the same basic formula for planning a public relations program is applicable to all. Generally speaking, a successful public relations program should involve the following four phases:

"It is almost a truism that every product has both positive and negative characteristics."

1. A good product (distributive education courses)
Inventory the offerings and identify them with public interest
2. Selling our product
Course organization and promotion.
3. Evaluation of attitudes of the various publics involved in our activities.
4. Approach to our publics to gain understanding and acceptance of our program.

Food handling and sanitation is an example of a "product" which most school districts offer in terms of building certain phases of a public relations program.* It is almost a truism that every product has both positive and negative characteristics; it is the relationship of one to the other which results in the over-all appraisal that is important. This is also true of distributive education course offerings.

The second phase involves a well-planned use of all practical channels to carry on the optimum organization and promotion of the program, through concentrating on the publics involved, and the use of selling points indicated for each. This phase is included because there must be the initial offering and acceptance of our products, otherwise we are not in business. Often poor public relations can be avoided by postponing offering a course until it is well prepared and can be effectively presented.

The third phase is concerned with a *continuous study and appraisal* of what each of the publics thinks of our products and our institution, and the reasons behind their opinions. A longer article would state and examine each of the many methods which are available for such appraisals. While it is conceivable that negative atti-

tudes may exist which are due to conditions beyond the control of the coordinator, it is axiomatic that in public relations there is always a mitigating approach which can be used. An honest, frank and realistic attitude toward existing public relations is essential. The "I think" or "I hope" approach must give way to the "I know" before targets can be set up and an effective and planned public relations program put into action.

There are many channels in the fourth phase through which our messages or "themes" may be brought to our various publics. Pamphlets, newspapers, magazine articles, radio, television, speeches, and direct mail are just a few. Even more important perhaps are personal contacts and work with advisory committees by all members of the distributive education staff.

The effective and continuing utilization of all suitable media of public communication has been an area of weakness in our public relations programs generally. Perhaps this is one of the reasons why such a small percentage of the publics we serve are aware of the benefits of distributive education in our economy. Included would be our own school administrators, teachers and counselors, as well as the business groups with which we work.

Supervisors and coordinators who are actively engaged in a planned and continuing program of public relations know that the approaches which were effective last year may not be effective this year. Public opinion is never static. It is an ever changing and dynamic force. In our public relations work we should never think of our activities as being directed to a fixed audience, but rather as attempting to inform and influence a constantly moving parade.

*BREAKDOWN FOR ESTABLISHING A PLANNED PUBLIC RELATIONS APPROACH FOR A COURSE IN FOOD HANDLING AND SANITATION

PRODUCT	DESCRIPTION	WHO BENEFITS	HOW BENEFITED
FOOD HANDLING AND SANITATION	A PROGRAM OF TRAINING DESIGNED TO: IMPROVE ATTITUDES AND WORK HABITS IN ORDER TO ELIMINATE THE SPREAD OF COMMUNICABLE DISEASES AND FOOD POISONING	1. RESTAURANT EATING PUBLIC	1—a. Health Safeguarded b. Appetite Promoted
		2. EMPLOYEE	2—a. Personal Health Also Increases Length of Service b. Professional Status
		3. MANAGEMENT	3—a. Profits Increased Through Better Health Service Increases Life of Equipment b. Relations with Health Dept. Improved c. Reduced Labor Turnover
		4. PUBLIC HEALTH DEPARTMENT	4—a. More Economic b. Reduces Need for Police Action
		5. EMPLOYEES' FAMILIES	5—a. Higher Standards of Living (Also Factors under No. 2)
		6. TAX PAYING PUBLIC	6—a. Improves Effectiveness of Tax Dollar. Available to Public Health Dept. b. Improvement and Maintenance of Individual Citizen's Health
		7. HEALTH OF PUBLIC	7—a. Reduces Possibility of Epidemics b. Increases Longevity
			c. Stabilizes Employment d. More Valuable Employees
			d. Fewer Legal Hazards and Less Extortion e. Prestige Factors: Individual Establishment Prestige Industry Prestige Increased
			c. Increases Wealth of Community — Raises Standard of Living d. Reduction of Insect and Rodent Infestation
			c. Utilize other points listed previously as suited

Evaluation of Distributive Education

The basic concept of evaluation should be to measure each program against its community potentialities and each coordinator against his optimum capacity.

By RULON C. VAN WAGENEN
State Department of Education
Sacramento, California

The golfer keeps a score card to improve his game. He must know how he rates in relationships to the par for the course. There is a constant evaluation in process going on in the mind of the golfer who is interested in improving his game. His objective is to score par or below and he sets about to improve his game in all its aspects. Experience has taught him that there are many things which contribute to a good game of golf such as good stance and follow through. Golf will remain a popular sport because of the personal challenge it offers to the player.

The coordinator of distributive education, like the golfer, may well profit by keeping a score card. He should know what constitutes a good program of vocational education for the distributive occupations for his community. This may well be the par or the objective for his program. The par may vary in different communities as in the game of golf for each course may have a different par.

A Fair Basis for Evaluation

A preconceived standard evaluation device designed to measure or score the effectiveness of distributive education programs in every community may have serious shortcomings. Often this type of score card becomes an inflexible device which does not take into consideration such variables as nature of the community to be served, age of the program, diversity of distributive occupations, and the like. The basic concept of evaluation should be to measure each program against its community potentialities and each coordinator against his optimum ability or capacity. Such evaluation should establish reasonable standards for accomplishment and a fair basis on which to measure progress.

Meeting Educational Needs

The distributive education program should be measured both horizontally and vertically. Consideration should be given to the extent of the areas being served, numbers of classes held, hours of instruction, and number of enrollments.

A current occupational survey may be one basis for future evaluation and should contain information regarding the number of workers in the various classifica-

tions of distributive trades such as in retailing, wholesaling, insurance, real estate, and the like. Information should also be available regarding a general analysis of duties and responsibilities of these workers.

The following summary sheet may be used to record the extent of service rendered in the various areas.

SUMMARY SHEET

	No. of Workers	No. of Classes	Hrs. of In- struction	No. En- rolled
<input type="checkbox"/> Retail Trade				
<input type="checkbox"/> Wholesale Trade				
<input type="checkbox"/> Real Estate				
<input type="checkbox"/> Insurance (Life)				
<input type="checkbox"/> Insurance (General)				
<input type="checkbox"/> Transportation				
<input type="checkbox"/> Finance				
<input type="checkbox"/> Food Handlers				
<input type="checkbox"/> Other (Specify)				

Number of classes offered for

Managers or supervisors _____

Number for other employees _____

Measuring the Quality of Instruction

The following questions may be asked in an effort to measure the quality of instruction. How well are the specific training needs of workers being met? Are these needs discovered through (a) conferences with workers, (b) through advisory committees, or (c) opinion surveys? What is the basis on which content for the courses is built (a) job analysis, (b) available published material, (c) resources of the teacher or coordinator? Do teachers meet minimum or maximum requirements based on their practical experience and academic education? Are they considered leaders in their particular fields? Does the coordinator aid teachers in (a) preparation of basic outline for the course, (b) securing new and up-to-date teaching material?

What is the quality of instruction in the extension classes or of the part-time cooperative? If classes are

taught by the coordinator, how does he rate as a teacher? Do students maintain interest in the class with the minimum of drop outs? Do students advance on the job as the result of attendance at distributive education classes? Do former students tell others about the classes and urge them to attend? Does the coordinator or teacher make effective use of a variety of accepted methods suggested for successful teaching?

Promotional Activities

The methods and techniques used in the promotion of the program should be evaluated constantly if the program is to expand. For example, does the coordinator use a variety of media such as radio, television, newspapers, and brochures? Has he given talks before civic groups for the purpose of informing interested persons concerning the availability of a program of education for the distributive occupations? Does he make adequate preparation for these talks and is his newspaper copy and radio script of high quality with news appeal?

Steps in the Development of an Evaluating Device

Since there are many variables to take into consideration, the evaluation device used should be tailored to measure a specific local program against its potential and a coordinator against his optimum capacity. The first step involved would be to list completely the desirable outcomes and objectives of distributive education in relationship to the specific community in question.

Secondly, to enumerate in detail the duties and responsibilities and activities, considered good practice, to be engaged in by the coordinator in order to achieve the accepted goals.

Third, to establish fair standards or criteria of measurement which have general acceptance of the coordinator and the community at large, as a basis for the calculation of the growth and development of the program.

At a state conference held recently in Los Angeles, coordinators and instructors of cooperative programs discussed the overall problem of evaluation of the local program. It was the consensus of the group that evaluation should be an ever changing, continuous, and developmental process. In open conference the group developed a preliminary check sheet which may develop into an evaluation device which is subject to revisions. No attempt was made to secure agreement as to the importance of any of the items listed in the check sheet, nor did the group feel that any check sheet used in evaluations should be considered as the "last word," both from the standpoint of adequately measuring the quality of the program or as a self sufficient device in itself.

The coordinator should actively participate in the development of the evaluation device for it should become his personal score card to measure his growth and development. Once he has had a part in its development, he accepts it and takes pleasure in competing against his own score. He becomes aware of the "par" for his community and strives to improve his game constantly through applying accepted good practices followed by his fellow team mates in distributive education.

Selected Readings

(Continued from page 18)

- "Gearing Distributive Occupational Training to the Needs of Business," Carthene M. Marinaro, Nov '48, p. 17.
- "Growth of Cooperative Training in Business Education," William R. Blackler, Nov '49, p. 38.
- "Guiding in Retail Cooperative Training," E. J. Bowen, Apr '51, p. 23.
- "How to Teach Merchandise Analysis," John W. Ernest, Apr '50, p. 17.
- "How to Teach Salesmanship," R. S. Knouse, Apr '50, p. 19.
- "Integrating Distributive Education in the Schools," John G. Kirk, Apr '47, p. 31.
- "Intelligent Salesmanship," William R. Blackler, Feb '49, p. 16.
- "Job Analysis and Curriculum Building for the Distributive Occupations," Hughes M. Blowers, April '49, p. 27.
- "Merchandising Courses in Secondary Schools," William R. Blackler, Oct '47, p. 13.
- "Merchandising and Sales Training," Fred H. Westburg, Nov '47, p. 10.
- "More Fun—Better Education," Vida Alexander, Nov '51, p. 30.
- "Oregon Offers Vocational Education for the Distributive Occupations," Theodore K. Pierson, Jan '52, p. 32.
- "Policies for Administration of Vocational Education," B. Frank Kyker, Mar '49, p. 17.
- "Problems in the Installation of a Personnel Evaluation System," Robert B. Berry, Apr '49, p. 34.
- "Retailing—Objectives, Principles, and Course Content," Henry Richert, Apr '48, p. 31.
- "Retail Salesmanship—Do We Teach Them How?" Willard M. Thompson, Jan '50, p. 36.
- "Salesmanship—Objectives and Course Content," Paul F. Smith, Apr '48, p. 37.
- "Salespeople—Mind Your 'B's' and 'Q's'," William R. Blackler, Oct '47, p. 13.
- "Scope and Content of Instruction for Retailing," James W. DeLong, Apr '51, p. 15.
- "Selected Methods and Techniques for Distributive Occupational Training for Adults," W. Maurice Baker, Apr '50, p. 9.
- "Selected Methods and Techniques for Teaching Cooperative Part-time Students," Lodie M. Clark, Apr '50, p. 10.
- "Speech Training an Aid in Education for the Distributive Occupations," Viola L. Thomas, Feb '52, p. 30.
- "State University's Responsibility in Sales Education," Frank H. Beach and Hugh G. Wales, Apr '49, p. 36.
- "Student Layout Analysis," R. S. Knouse, Dec '48, p. 16.
- "Student Workers Plan the Evaluation of Work Experience," Robert S. Jacobsen, May '51, p. 36.
- "Summary of Sales Fundamentals," William R. Blackler, Oct '51, p. 34.
- "Supervisory Training in Distributive Occupations," Willis M. Kenealy, Jan '48, p. 10.
- "Teaching Methods in Distributive Occupational Training," John W. Ernest, Apr '48, p. 27.
- "Teaching Salesmanship," Duane E. Kirchoff, Apr '50, p. 33.
- "Teaching Sales Spanish," Mrs. Carl Short, Mar '48, p. 9.
- "The Modern School Store Laboratory," Apr '51, p. 18.
- "The Retail Training Laboratory," Marilene F. Van Wagenen, Apr '51, p. 20.
- "Two R's of Distributive Occupational Training," William R. Blackler, May '49, p. 17.
- "Types of Cooperative Training Programs," Clyde W. Humphrey, Apr '51, p. 24.
- "Use of Distributive Education in the Adjustment of Veterans," William J. Josko, Dec '47, p. 13.
- "Vermont Store Modernization Clinic and Exhibit," John M. Morrow and Donald L. Anderson, Apr '49, p. 30.
- "Vitalizing Your Salesmanship Course," J. H. Martin, Dec '51, p. 32.
- "Work-experience Laboratory in Distributive Occupations," Warren G. Meyer, Apr '50, p. 12.
- "You Can Sell," Robley D. Stevens, Feb '48, p. 9.
- "You've Got to Tell to Sell," William J. Josko, Oct '49, p. 37.

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UNITED SERVICES

SHORTHAND

DOROTHY H. VEON, *Editor*
MINA JOHNSON, *Associate Editor*

COOPERATIVE STUDENT-TEACHER EVALUATION IN TRANSCRIPTION BUILDS RESPONSIBILITY

Contributed by Glen E. Murphy, School of Business, Florida State University, Tallahassee, Florida

Cooperative student-teacher evaluation in transcription classes will yield outstanding results in terms of student achievement, clear-cut purposes, and class morale. The transcription teacher who has learned to use cooperative evaluation techniques in his teaching will find that the tenor of his teaching is completely changed. Cooperative evaluation provides opportunities for the teacher to meet individual needs and interests. Through cooperative evaluation procedures the assigning of final marks for the students in the class becomes an enjoyable part of teaching instead of a dreaded task.

Develop Objectives

To set the stage for cooperative evaluation the transcription teacher and the students must arrive jointly at an understanding of the objectives of the class. This should be done during the first week of the semester.

Students, having set their own goals and standards, will feel a greater responsibility for working hard in order to achieve them. Teacher and students must decide upon standards for some or all of the following aspects of their work:

- Dictation speed for the end of the term
- Transcription speed for the end of the term
- Typing speed for the end of the term
- English usage in business letters and other transcripts
- Mailability of finished product
- Letter form and placement
- Certain periphery skills
- Desirable work habits

Once these skills, knowledges, and habits have been identified by the students and the teacher as being important to their class work, they should then decide together what degree of skill will constitute average work by the end of the term. Once the sights for average have been set, it is not difficult to decide what is above average, below average, or outstanding achievement in terms of the stated objectives. The teacher's past experience will guide him in helping students determine what is average achievement. The teacher and class together might also discover what would be considered as average for the beginning worker in local business offices. Working from such descriptive terms of skill proficiency, the class can interpret average to mean a "C" or whatever mark in the school system means average. Below average might mean a "D," above average a "B," and outstanding an "A."

The transcription teacher should have each student construct a progress chart for use in plotting his record throughout the term. The teacher should also plan the work of the class so as to record scores or speeds in his record book almost daily. In addition, the teacher should prepare a folder in which each student can file his transcripts during the semester.

Individual Conferences

After the objectives have been agreed upon, they become a measuring device against which students and teacher can compare progress and set new goals when old ones have been realized. Three or four weeks after the beginning of the term the teacher should have an individual conference with each student during the transcription period. The nature of this evaluation procedure necessitates several conferences during the term, though they need not necessarily be lengthy ones. During the first conference the student and teacher should discuss if the student is beginning to realize progress

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UNITED SERVICES

TYPEWRITING

JOHN L. ROWE, Editor
DOROTHY TRAVIS, Associate Editor

TYPEWRITING—A METHOD OF PROVIDING FOR INDIVIDUAL DIFFERENCES IN REHABILITATION

Contributed by Woodie L. Tucker, Woodrow Wilson Technical School, Fishersville, Virginia

Typewriting as a method of rehabilitation is not new; but the mounting interest in it is new. Many teachers of typewriting have complained of a lack of materials for teaching the handicapped and of the necessity of devising special procedures to meet the needs of individual handicapped students. It is true that, with the exception of several books for one-handed typists, there is little special material; but the teacher really needs no special material other than that which he can provide himself. Special introductory material will have to be provided by the teacher in any case, since few handicapped students in the same class can utilize the same finger assignments. Finger assignments and drills for mastering the keyboard and improving stroking technique must be worked out with the individual student according to his peculiar capabilities.* Once past this initial stage, the handicapped student may go ahead with a class of normal students and use the same material. Thus the lack of material is quickly solved and the student is encouraged by observing that he is doing the same work as everyone else.

There are divided opinions as to the best finger assignments for the one-handed typist using a standard machine. The only real test of any of the various suggested assignments is the ease with which the individual student can utilize it. For the average one-handed typist, the home position *fghj* seems to make for the most facile stroking. The International Business Machines Corporation has experimented with special keyboards for one-handed typists. However, the use of such machines does not seem practical for training vocational typists since each typist thus trained would probably have to purchase his own machine.

When a student with one or more fingers missing enters a typewriting class, the teacher should arrange immediately for a private conference with him. The best procedure seems to be to have the student sit at a machine and move his fingers over the keys as the teacher directs and observes. It has often been found that a normal appearing finger will prove to be partially ineffective as a result of the amputation of an adjoining finger. After the interview, the teacher can work out

special finger patterns for that particular student. Assignments should be worked out for one day at a time during the first few days since adjustments often have to be made.

Again, the individual differences of handicapped students must be considered in devising means for operating non-keyboard machines parts. Students with one or two fingers missing but with otherwise good hand movement present no problem except for an occasional unorthodox finger assignment. Such is not the case with one-handed typists. The insertion of paper and the operation of the shift key and the carriage-return lever pose real problems. It has been observed that paper insertion seems to be accomplished with greatest ease if this procedure is followed: (a) pull paper-release lever forward; (b) insert paper; (c) flip paper-release lever back to normal position; (d) twirl paper into machine; (e) if necessary, operate paper-release lever again to straighten paper; (f) turn platen back to starting point.

The same basic typing techniques are to be stressed for one-handed typists as for normal typists. Urge them to keep the fingers curved and to strive for quick, light stroking, and the like. There are some differences, of course. One-handed typists must be taught to anchor either the first or fourth finger when making reaches in the opposite direction in order not to lose the home position. Remember that his home position is in the center of the keyboard. Special drills may have to be devised to strengthen the fourth finger of a left-handed typist since that finger has an unusually heavy load. Instead of placing a one-handed typist directly in front of the machine, seat him so that the operating hand rests naturally in the center of the keyboard. After an amputation has been performed, the point of balance usually shifts from the center of the body to one side. It is well, therefore, not to be too insistent upon a predetermined position. Make suggestions, but let the student choose the position which is most comfortable for him. The school doctor or nurse may be able to make other suggestions and the industrial arts instructor can help immeasurably in devising special gadgets for students with hand disabilities.

Students having disabilities other than amputated hands or fingers find typewriting to be a useful instrument of rehabilitation. In the following paragraphs several of these disabilities will be discussed as types, and two case histories will be summarized to illustrate other types.

It appears that stutterers seldom become proficient typists. In many cases, the fingers "stutter" on the typewriter keys—they are given to the same incoherence and

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*Among the students enrolled in my classes during the past two years were six who typed with one hand; seven with disabled hands, arms, or missing fingers; thirty who were confined to wheel chairs as a result of some form of paralysis; and other groups which included stutterers, epileptics, and cerebral palsy victims.

UNITED SERVICES

BOOKKEEPING AND ACCOUNTING

HARRY HUFFMAN, Editor
FRED C. ARCHER, Associate Editor

SOCIAL ACCOUNTING

Contributed by Joseph E. Lane, Jr., University of Alabama, Tuscaloosa, Alabama

Beginning courses in bookkeeping and accounting properly stress the routines and procedures involved in keeping financial records, but rarely emphasized are the real nature of these records and the story which they may tell if properly interpreted. Only a few of the students studying elementary accounting will become bookkeepers or accountants, but most, if not all of them, will become citizens. Also, only a small proportion will do advanced work in accounting, but most of them will take their places in the business world in one capacity or another. For these reasons, it is important that the student in the elementary course in bookkeeping be made to understand the place and effect of accounting in our social and economic order.

Accounting and Business

Accounting is the language of finance, finance is the natural outgrowth of competitive enterprise, and competitive enterprise is the cornerstone upon which democracy is based. An understanding of accounting, therefore, is helpful in understanding democracy and in intelligently reading discussions of current events, particularly as they relate to business topics.

For example, "big business" has in recent years been indiscriminately attacked both for the crime of bigness and for excessive profits to the owners. A knowledge of accounting will help in understanding the necessity of large capital concentrations for modern production and that the sources of that capital are stocks and bonds purchased in many cases by individuals of moderate means with money from their savings. The term "capitalistic" has almost become a term of degradation as used by certain groups both in the United States and abroad, but we should remember that our nation has become the world power it is *because* it is capitalistic. We should be proud to live under a free capitalistic system. We should also inquire if capitalism necessarily involves the exploitation of the many by the few as some would have us believe.

To illustrate, American Telephone and Telegraph Company, which produces a vital service for the country, advertises that more than 200,000 of its employees are among the 970,000 owners of its stock; an understanding of corporate organization and accounting will assist in appreciating this fact. It is sometimes claimed that big business is crowding small business aside; the fact is, according to government statistics, that small business has increased more rapidly in the United States

in recent years than big business, both as to numbers of businesses and as to sales, profits, and assets.

Accounting and Government

An understanding of the operations and proposed operations of our federal and local governments is dependent to a considerable extent on an understanding of accounting. The federal budget, the tax system, and federal ventures into such fields as electric power and insurance (exemplified by the Tennessee Valley Authority and National Service Life Insurance) can be explained in terms of accounting.

The federal fiscal operations can be understood in terms of an Income Statement—taxes constitute the revenue; costs of operations and services are the expenses. The federal tax system is based on accounting; and, while the elementary course cannot cover taxes in any detail, all students are interested in examples from the field of income taxation in connection with depreciation, fixed assets, capital stock, and other subjects.

There have been many proposals for socialization of various industries and services, perhaps the most notable recent example being in the field of medicine. Federally owned enterprises can be justified only if they do more than would be done by private enterprise and do it more promptly, or if the government can do it more cheaply. The first justification is usually a matter of judgment, but the second can become a matter of record through an informed study of accounting data. As socialization of industry is becoming increasingly important, both in this country and abroad, the relation of accounting to the subject should be made clear.

As accounting data and terms are used in most discussions of current problems, an understanding of them can be of assistance in analyzing current discussions. The student should be impressed with the fact that accounting data, like all information, is subject to misinterpretation, and that the citizen with a knowledge of accounting is less likely to be misled.

Accounting and Personal Finance

Every citizen at one time or another has some dealings with the subject matter of accounting in his personal business transactions, and a basic knowledge of the powers and limitations of accounting can be worth much in terms of dollars and cents to the individual.

Usually overlooked in the elementary courses are such topics as the nature of auditing, the possibilities of savings through tax planning, the desirability of seeking expert and reliable guidance in business matters rather than that of the cheaper fly-by-night "expert" (such as spring up each tax season) who has often involved his

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UNITED SERVICES

MODERN TEACHING AIDS

LEWIS R. TOLL, Editor
MARY BELL, Associate Editor

NEW TECHNIQUES IN VOCATIONAL EDUCATION FOR THE DISTRIBUTIVE OCCUPATIONS

*Contributed by Edwin A. Fritsch, Chief Supervisor of
Distributive Education, Chicago Public Schools, Chi-
cago, Illinois*

The teaching techniques selected for a brief discussion in this article are a few of the procedures based on modern teaching aids which are used by a large city system in training for distributive occupations. Adaptations of these techniques might be made in office training courses or courses in basic business education.

Personality Training for Waitresses

In Chicago an itinerant instructor-coordinator teaches gracious service and personality development to adult groups made up of employees in stores, restaurants, and hotels. Under her guidance, a group of restless waitresses, for example, suddenly becomes an alert and attentive class.

An instructor from a local charm school has been obtained gratis by the coordinator to assist in putting over the day's lesson. The waitresses, apprehensively charmed, smilingly arise, first one, then another, to be told their good points in get-up, hair-do, make-up, and posture. Then, improvements are subtly suggested: "You know, just a little rouge on your cheeks would . . ." To another waitress, "Now smile, come on, a little more—that's it, you're pretty, too, when you smile." To another, "You look as though your Romeo is going to meet you at the door tonight and take you to a floor show. But, you're my waitress and I am having soup. I don't like my soup with—can't you just get that nice hair-do cuddled a little closer—and a hair net, you know."

Displays Furnished by Merchants

Merchandising programs are held for pupils of both the senior high school and the continuation school. A novel scheme for teaching display and selling of displayed items has been arranged by the coordinator of the continuation school groups who are preparing for the distributive occupations.

One of the largest mail order houses furnishes a unique kitchenware display which will unfold into an attractive stand, exhibiting utensils of aluminum, steel, wood, and plastic. Various knives are mounted in order, from the budget variety to the most elegantly designed and finest quality. Also, pots, pans, and a pressure cooker are mounted so that they may be examined. There are dozens of items to look at and examine.

Here is portrayed just enough variety of good, better, best, to interest any purchaser. Excellent merchandise

information is provided to assist the sales person in building customer satisfaction in the purchase of the articles best suited to his needs.

The display and the merchandise information furnishes a means of creating new interest for a group of pupils who participate in the cooperative work program. This assembly of kitchenware is displayed with color harmony, and the entire exhibit is so fabricated that it will fold into a box approximately 5 feet long, 2 feet wide and high, all neatly enameled and furnished with handles, convenient for shipment.

The display insures many days of vitalized work for the trainees. The class is divided into research divisions, to find catalogs, and to collect information from books concerning pricing, inventorying, demonstrating, and suggestion selling. The pupils' notebooks will bristle with a new meaning after this unit has been completed.

Radio Tryouts and Skits

In several cooperative part-time high school classes, the teacher coordinators run a series of "tryouts" in distributive education lore—talks by students on such subjects as advantages of the course, job satisfaction, the value of training stations in the education of the retailer, and sales demonstrations. These tryouts single out the groups which will appear on radio, the short wave Board of Education broadcasting station. The radio "skits" are sponsored by the Illinois Chain Store Council. Tape recordings of the broadcasts serve as incentive for future groups.

Wire recordings taken in one of the classrooms where the distributive education students relate their job experiences has proved to be an excellent device for stimulating occupational research and discussion. After each student's talk is recorded, the composite recording is taken from room to room, to arouse interest in retailing and service activities, and to give students material about careers which they can discuss with their parents and their guidance supervisors.

The Class Operates a Company at a Profit

An unusually realistic business approach is used in one of the high school classes. A Junior Achievement Company is organized, shares of stock are sold at fifty cents each, officers elected, a checking account opened, a set of books started, and an actual business operation is set up. Pupils sell articles made in the school shops, and the business prospers even to the extent of payment at the end of the year of a substantial dividend to shareholders.

Two of the city's schools have meat merchandising classes where butcher apprentices learn about cutting

(Continued on page 35)

MARY E. CONNELLY, Editor
REGIS A. HORACE, Associate Editor

MEANINGFUL OFFICE PRACTICE IN A SCHOOL WHICH PROVIDES LIMITED OFFICE EQUIPMENT

Contributed by Laddie J. Fedor, Struthers High School, Struthers, Ohio

CONTRIBUTOR'S NOTE: *When equipment provided for the office practice class is inadequate, a plan of integration, rotation, and a battery can be designed to simulate the business office. This was the situation in our school and it proved to be a worth-while experience.*

The connotation of the title "office practice" leads even a neophyte to interpret it as practicing work being done in an office. Naturally, each of the clerical jobs demands that the worker uses office equipment. In many small schools stenographic classes are fully equipped, the typewriting classes have sufficient equipment, but from this point on office machines are only in the picture book stage so far as the office practice class is concerned.

In planning the course for an office practice class in our school which had only meager equipment, it was decided that the entire class should spend the first six weeks on filing. From this point on, the textbook became a reference manual as the teacher developed the class into one which gave each pupil an opportunity to visualize more practical office situations.

Letters of application and data sheets were covered fully in class discussions. Each pupil prepared a letter of application, including a data sheet, to the Struthers Manufacturing Company (name of the fictitious company to which they were making applications). The teacher commented on each letter and had the pupils retype or rewrite necessary parts of the letters. This was placed in the pupil's file for future reference. Then, the pupils were given personal interviews by the teacher. Rating charts similar to those used by an interviewer were duplicated and given to the pupil as his own private rating sheet.

The interviews were divided into three periods. The pupils to be interviewed for that day were given interview appointments. One girl was asked to be the receptionist. Her desk was placed near the door and the teacher's desk was moved to the opposite corner of the room. This arrangement made it necessary for the pupil to walk across the room so the teacher could observe and make notes concerning poise, appropriateness of dress, and the like. During the few minutes that the pupil was asked to wait before the interview, the receptionist checked on promptness and appearance including clean finger nails and other items of good grooming. The pupils who did not have interviews that day sat on one side of the room while the pupil being interviewed sat with

her back to them. Some teachers may question the validity of having other pupils present, but the pupils decided the issue, because they realized that when they actually applied for a job that they would be under pressure and that any simulation of feelings would be beneficial to them.

As the interview progressed, the teacher always asked at least one new question which the pupils were not expecting. The answer to this question was recorded and at the end of the interviews this was played back for the pupils to hear. (They easily detected their faults.) All of this was given and accepted in a constructive manner.

Following the interview, the teacher assigned each pupil a job with the Struthers Manufacturing Company, under the supervision of "Mr. Instructor," the manager. All pupils were given mimeographed form letters which designated how letters for the manager were to be typed. Each was assigned a special job, such as duplicating, voicerecording, payroll, calculating, mail clerk, bookkeeping, clerk-typists, stenographers, and one pupil was made assistant to the office manager. Pupils who needed remedial drill in grammar or arithmetic were sent to the company's school. Arrangements were made by the teacher to have these pupils work on reviews in grammar and arithmetic.

Each pupil holding a specific job received special forms to use and an instruction sheet which outlined the duties—where work was to be picked up and delivered, and other information.

The pupils assigned to the duplicating department received instructions on operating machines and then worked on duplicating business forms for the class.

The payroll department figured out the time cards for all the pupils—each pupil was required to punch a

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time card (using a library stamp) when he arrived and when he left the class. Individual time racks were provided for the cards. Each department received a different rate which necessitated the arithmetical process and also taught the pupils to calculate percentages, take deductions, and become aware of their jobs.

The operators of voice-recorder reproduction units were assigned to an adjoining room. The bookkeeping department and calculating departments worked in conjunction with the payroll department. The clerk-typists did various jobs including work on legal material, manuscripts, and tabulations from rough drafts.

The group employed as stenographers did what their title implied. During his free time, the teacher would signal for the stenographers to get ready for dictation by pressing the buzzer button attached to his desk. The teacher dictated business letters, using office style dictation—making corrections and asking for one to five carbon copies. These letters were transcribed immediately and placed on the teacher's desk. Before dictation time on the following day, the letters would be checked by the students to detect errors.

As the jobs were completed, pupils were promoted to

work for "Mr. Instructor," the vice president. Here again jobs were changed, using the same titles and same routine of work but with new pupils. Naturally, the rate of pay was increased which always pleased the pupils.

The final promotion was to work for the president of the company who was also Mr. Instructor. Again jobs were changed and rotated. If a pupil felt that he wanted to stay on one particular job longer in order to specialize, he was allowed to do that so long as it did not interfere with the learning possibilities of another member of the class.

A unit on the telephone was covered quite extensively through the use of the voice recorder and two demonstration telephones.


A final interview was given each pupil at the end of the course. It was surprising to see how much improvement the pupils had made in poise, the ability to answer questions about certain experiences, and the confidence which they portrayed by their ability to handle a job.

Even with our limited equipment, we now feel that we are giving the pupils something tangible and their future employers something practical. Isn't that really our main objective in teaching office practice?

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WE EXPERIENCE BUSINESS LAW

Contributed by Kathleen Griffin, Reno High School, Reno, Nevada

Let us look at the boys and girls in our business law classes. What personal experiences, interests, and backgrounds do they bring to us upon which we can build an understanding of the law? Class rapport is the first essential for the law class.

Under the leadership of the teacher, class discussion which will unfold the backgrounds and interests of the pupils may be channeled along the lines of: (a) personal business experiences, (b) business activities of the home, (c) work experience of the pupil and the parents, and (d) the community.

Pupils have a wealth of personal experiences. For example, a boy buys a wrist watch "on time." Were his parents asked to sign the agreement? What happens if he fails to make a payment? Suppose the watch is stolen before he finishes the payment? Did the watch have a guarantee? John bought his used car "on time," and the man did not say a word to him about his parents. Oh yes, he had paid cash, and the dealer wrote him a receipt. Was that what made the difference?

Bill, the football star, who had injured his wrist in the championship game last year—the coach called the doctor and yet his father received the bill. Why shouldn't the school pay for his injury? Here we ask why his father was required to sign a statement that Bill could join the team.

Three boys in the class have their own special problem. They had rented a piano for a barn dance—would they have to pay for damages to the piano when it was scratched in moving?

The class discussion may open with questions such as: Did you have to get a social security card? What kind of work do you do? The worker in the super-market, the attendant at the service station, the baby sitter, the girl at the loan desk of the library, the paper carrier—be he an agent or a "little merchant"—all have business experiences and understandings that they can give to the class.

The home provides a background of business experiences. A pupil relates that the fire insurance adjuster refuses to do anything about the rug that was burned with coals from the fireplace. Mary tells about the time their furnace smoked and they had the whole upstairs refinished. What was the difference?

The instructor may tell the pupils that the study of business law will be a family affair. We will look to the fathers for information that their work experience can give us—the contractor, the salesman, the head of the

board of trade, the fireman, the doctor, and best of all, "Is there a lawyer in the family?" Here we have a source of final authority, and the donor of much fine illustrative material.

The Community

Let us look at the community! What a rich source for an understanding of business law lies therein. We observe the several business firms in a city block. How many of them are partnerships? How can we tell? We note the store that was forced to move before the lease expired. We read in a newspaper of the workman who was injured while replacing the plate glass window in a jewelry store. The pupil is aware of these happenings and is more interested in them than in case problems which are too often worded in difficult legal terminology or which are too involved and removed from his immediate experience.

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can be followed from the very beginning of the land condemnation through the various stages of its growth and development.

In drawing on the every-day life experiences of the pupils, the instructor must evaluate the quality of the experiences and control the discussion so that the experiences are meaningful and not just time-consuming personal anecdotes. Here is a verdant opportunity for the instructor to feel out and appraise the personnel of the class. Boys are often more vitally interested in business law than girls because they often have had more contact with the business world through work or play experience. The boy who has played around a produce warehouse has been learning this phase of the wholesale business and has a background that he can bring to business law.

The illustrations and experiences that are used to develop an overview of business law must be current and arise from the interests and backgrounds of the pupils. No two classes in business law will be alike. That is why the teaching of business law is a rich personal experience for the teacher and the pupil.

Bookkeeping

(Continued from page 27)

client in legal difficulties, and the importance in business activities of government regulation.

It is understood that with the limited time available in any bookkeeping or accounting course it is impossible to study the suggested topics in any detail. However, a few minutes devoted to each will break the monotony of the text material and will give the student a much broader understanding of business, of accounting, and of his environment. Many students of business subjects, for instance, do not realize that accounting statements are not accurate to the penny, and that when an auditor expresses his opinion of a statement he does not guarantee its accuracy but says that in his expert opinion it fairly and without serious error or omission shows the facts.

If economics is to be considered a social science, accounting may be viewed as a social art. Accounting requires judgment and interpretative ability while bookkeeping, the recording function of accounting, is in itself a technical and rather dry subject unless it is brought into focus as being closely related with the social-economic activities of the individual.



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LET'S SERVE BUSINESS FOR A CHANGE!

Contributed by Earl P. Strong, Professor of Management and Director, Business Management Service, College of Commerce and Business Administration, University of Illinois, Urbana

CONTRIBUTOR'S NOTE: *Through the recent experiences of the University of Illinois in serving businessmen throughout the State in learning to recognize and solve their business problems, much has been learned about the cooperation that can be made to exist between educators and businessmen as a basis for business management and operating standards.*

As a high school teacher the writer distinctly remembers that he was somewhat afraid of the local businessmen since he felt that perhaps the school and business had little or nothing in common. He has since learned that local businessmen in many cases are also afraid of the schools, for they, too, feel that there is little in common. It is this "standoffishness" that exists between the schools and business which needs to be corrected.

The problem of discovering just what can be done to aid the businessman and how to work with him more cooperatively has brought about the concepts that appear in this article.

There was a time years ago when the small businessman personally knew or could improvise the answers to almost all the questions that came up in the management of his business. Rugged individualist that he was, he prided himself on his independence, his self-reliance, and his intimate knowledge of every aspect of his not-too-complicated business.

However, today business methods are becoming more and more complex, and the demands made on the businessman are so varied and numerous that it is difficult for him to be well-informed and skillful in all phases of business operation and management. He must, therefore, depend on various direct aids and sources of information, both within and outside his firm, to solve many of his business problems. A large corporation hires specialists to do this. Obviously, however, the average small businessman, whether he be retailer, wholesaler, small manufacturer, or service businessman, cannot afford to hire specialists.

Because of this situation, therefore, the schools have a golden opportunity to step forward and help the businessman to study the problems that face him from day to day, not only from the standpoint of determining the problems alone, but also of attempting to find practical solutions to the problems. By so doing, the teachers will not only ingratiate themselves in the minds of the businessman but will also learn much that can be studied and discussed with the students in the classroom. This broad

activity between schools and business builds marvelous experience in business management on the part of the teachers and instructors.

A Service Program

Many teachers will ask, "How do I go about getting a program of offering help to local businessmen started?" In the first place, the teacher must resign himself to the fact that he will not have answers to all of the problems that will be thrown at him; there seems to be no ready-made answers to many problems that businessmen face. But through careful study, research, and investigation, answers can be found that should be used as experiments until satisfactory solutions are found for the businessman. It is this cooperative effort and this viewpoint toward research and investigation on the part of teachers that proves of greatest aid to the businessman. It must be remembered that the average businessman has had no experience with the research and investigative techniques, but rather, he depends upon his own ability to deal with consumers in such a way that he will have a profitable organization.

Various techniques can profitably be used in establishing such a cooperative program. A few of these techniques include speaking before local groups and organizations, holding meetings and conferences on business problems, offering night school courses, counseling, making surveys, collecting and issuing publications, gaining knowledge through research by using available library services, and seeking information through correspondence. Let us see how each technique fits into the cooperative picture.

Speaking Before Local Groups and Organizations. Teachers can do much to aid local chambers of commerce, service clubs, and trade associations in organizing area business advisory councils which will serve to promote community programs for improvement, in business talks. Talks and discussions on a wide variety of business topics of vital interest to businessmen, to employees, and to customers should be arranged with businessmen to bring about a closer cooperative relationship between the school and the business community. The teachers may not necessarily make these talks themselves but may get competent speakers from the local community, from other communities, or from trade associations within the state who can appear before these groups under the sponsorship of the schools. This is a very valuable type of service and will be welcomed by businessmen.

Holding Meetings and Conferences on Business Problems. Teachers must take the initiative in organizing meetings and conferences with businessmen on business

(Continued on next page)

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Office Standards

(Continued from page 33)

problems. These problems should be up-to-the-minute issues that face all businessmen. The teachers can cooperate with local groups and professional organizations in sponsoring these meetings at various times during the year. These meetings may well be in the nature of forums and clinics where men in the same or allied businesses may meet to hear recognized authorities discuss, analyze, and offer solutions to their questions.

Offering Night School Courses. Many schools will find it beneficial to organize short, intensive courses on various phases of problems that businessmen face. Such courses should be offered with the thought in mind that they are not going to receive high school or college credit for them, but rather they should be organized for the express benefit of businessmen who are anxious to get ideas on business management and/or ideas on handling their problems. These courses may very well be taught by competent local teachers or capable teachers brought in from other communities who are familiar with specific problems peculiar to certain types of businesses. It is imperative that these courses be organized to meet the specific needs of businessmen and taught by qualified personnel.

Counseling. Many local businessmen have problems that loom large to them but are relatively simple in their solution. It may mean that they need help in getting specific reference materials or guidance in determining what course should be taken for solving certain problems. Who would be better qualified to give such service than the business teacher in the local school? He could perhaps make himself available during study periods or at the close of the school day when he could at least sit down with the businessman and interchange ideas pertinent to the problem. Counseling does not necessarily mean in all cases that the teacher must find solutions to particular problems facing the businessman.

Making Surveys. The local school can be of great help to businessmen in conducting surveys both in the field of marketing and in general business. Such surveys may be trade-area surveys for the purpose of finding out where people purchase certain commodities in terms of the local community. Surveys also can be performed on sales work in local retail stores. The way a sale is handled by a sales clerk or by the proprietor himself can be carefully analyzed for the benefit of both the salespeople and proprietor. The information, when summarized, not only is invaluable to the businessman but can be used to advantage in the classroom in the school. There is no end to the type of fine classroom information for discussion purposes that can come out of such activities.

Under proper supervision, and with adequate beforehand preparation, the students themselves may make the surveys. The kinds of surveys that may be made are sales, consumer, intensive merchandising, industrial, and personnel.

Collecting and Issuing Publications. While it may not be possible for the local school or college to furnish pub-

lished materials, it is entirely within the realm of possibility that the school may care to prepare a mimeographed sheet from time to time that will call attention to certain materials valuable to businessmen or rewrites of helpful materials. Teachers and students may combine their efforts in getting out such materials. These publications, of course, would never be extensive, but by their very nature, they would furnish some kind of aid to local businessmen.

Gaining Knowledge Through Research. The local school may very well collect library materials that may be used by businessmen in the management of their businesses. The idea would be to assist businessmen in procuring information on business management from various sources and interpreting it when necessary. Information appearing in print should be classified and filed. Those who inquire on a specific problem may be advised of sources of pertinent materials, such as (a) pamphlets and booklets published by manufacturers and suppliers of products and services; (b) business guidance materials published by trade associations; and (c) publications of federal, state, and local agencies dealing with business problems. These research materials could be circulated to businessmen. Such an activity would invite businessmen to go to the schools or to the local library for these materials.

Seeking Information Through Correspondence. Last, but not least, is the handling of business problems through correspondence with businessmen in outlying communities that are not served by their own local schools but who have heard of and will use the services which are rendered by your school. These problems may very well be in the nature of simple questions about business which can either be referred to other sources of information or which may be handled directly. While many problems can be handled in this manner, it is recognized that a personal visit to the place of business may be necessary for the ultimate high type of service that you may wish to offer.

It is fully recognized that the local business teachers cannot develop all of these techniques at one time, but they might organize procedures with a view to ultimately incorporating all of them. While other techniques may be used, the few that have been outlined will serve as a basis for teachers in schools to get started in working more closely with their community businessmen.

It should be remembered that the business teacher in the local school or college should work closely with the businessmen in his community in order to become an integral part of it to the extent that the school can become a recognized source of aid and help in the business community. By close cooperation between the two, recognition and support from local businessmen for the school program is bound to increase. Through such a cooperative program the schools can elaborate and enlarge their course offerings to meet more directly the needs of businessmen.

When this genuine, sincere cooperation for a community program flows in both directions, benefits for both school and the community are inevitable.

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Modern Teaching Aids

(Continued from page 28)

and processing, display, selling, and the other phases of meat merchandising and retailing. The "classroom" is equipped with a large walk-in cooler, a refrigerated showcase, and the types of saws, grinders, slicers, cubing machines, and scales that one may find in the modern meat shop.

It has been a problem to secure the large quantities of meat necessary for such a class. One instructor obtains his meat from a regular meat market where he works when he is not employed by the Board of Education. The apprentices cut the various quarters and other parts into the most salable slices and portions. Mock chicken legs and other units are displayed artistically in the showcase, and are made to look delectable enough to eat raw. Then, the merchandise is taken back to the owner, who is pleased because of the saving in labor cost resulting from the students' preparation of the meat.

Another instructor has his students bring from the shops in which they work, meat cut in large sections and smaller cuts of meat, such as, hindquarters and forequarters of beef, half lambs, and pork sections. He augments this merchandise with special supplies and carcasses. Intensive instruction and practice in tool sharpening is part of the course in both schools.

As a result, the apprentices receive a more intensive type of training than would be possible without this close cooperation between the merchants and the schools.

Shorthand

(Continued from page 25)

toward objectives. If not, the teacher should make suggestions and recommendations which will aid the student in accomplishing his purposes.

An important consideration underlying this procedure is that the teacher works to help the student achieve his goals. The teacher does not shirk his responsibility, but his responsibility is changed from the old-fashioned concept of "dragging the students" or "driving the students." The student has responsibilities in such a class, and he will shoulder them if the teacher will show that he is sincerely interested in the student's work and progress. If student achievement seems to be in line with objectives, the teacher and student should decide upon new individual goals. The personal encouragement which

students get through such conferences is more than worth the time and effort that the teacher gives to them.

During mid-semester week, additional conferences should be held with individual students. The discussions should be for the purpose of determining whether their skills and work habits might be considered "average" (above or below) in terms of the objectives planned for the end of the semester. Some students tend to over-evaluate, while others will under-evaluate their achievements. Tact and diplomacy are to be employed in helping such students to realize their true achievements. In general, however, most students will evaluate themselves about the same as the teacher would do, once their records have been reviewed. The realization by some students that they are not above average in their accomplishment will spur them on to more work and increased effort.

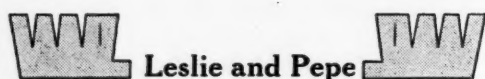
Students should know that they can see their progress charts, their scores in the record book, and their file of transcripts at any time. The file of transcripts is especially valuable in making suggestions to students as to how they might improve their transcription skill.

Remedial work in English is frequently necessary by transcription students. When students can see that half or more of their transcripts are not acceptable or mailable because of English errors, they will see the necessity for additional work in grammar. The transcription teacher can also plan review work in spelling, punctuation, capitalization, hyphenization, and sentence construction from persistent errors revealed in the students' transcripts.

Students Participate in Arriving at Final Grade

Some students will require more conferences than others, but there should be a minimum of five or six conferences for each student each semester. In the final conference the student should tell the teacher whether or not he has achieved the objectives he has set for himself. If the teacher has been sincere about his part in the co-operative student-teacher evaluation process, students will be inclined to give a very fair judgment concerning their achievements in transcription. If a student has obviously over-stated his accomplishments, the record of the student will speak for itself, and the student can realize in an objective way what he has achieved during the term.

The plan of the student's sharing in determining what his grade should be in transcription is in keeping with the tendency to give students more and more responsibility for their work and actions. This method of evaluation further develops the concept that a grade is something which the student has earned, rather than its being something which the teacher "has given" or "has not given." The receiving of a grade in a business education class can be compared closely with the receiving of a salary which one has earned by working in a business position. This classroom procedure stresses the active participation and responsibility of students in evaluating their work. Co-operative student-teacher evaluation works, and it takes all the mystery and emotional reaction out of marking and receiving marks.



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Typewriting

(Continued from page 26)

repetitions as those which beset the tongue in speaking. It would seem, then, that since the manipulative and speech disabilities are so nearly identical, the cause and treatment of one should have bearing on the other. Speech correctionists are not agreed as to whether stuttering stems from a nervous or emotional block or from a lack of unilaterality of dominance, and the treatment varies with the diagnosis. It is suggested that typewriting students who stutter be required to do a considerable amount of drilling on the stroke level, emphasizing those combinations which cause the greatest difficulty in speaking.

There is no reason why a paraplegic's finger movements should not be perfectly normal. However, the paraplegic does pose problems. In the first place, he is confined to a wheel chair, and since wheel chairs are not of a standard size, it is necessary to arrange for adjustable desks, extra-wide doors, and sufficient space between desks for maneuvering chairs. Paraplegics who have not had spinal fusions usually lack balance and tend to slump. Many of them brace their elbows against the sides of their chairs to maintain balance. This hampers finger movement. Very little can be done to correct this situation except to experiment with back braces and different positions in the chair.

Cerebral palsy victims usually lack sufficient coordination to become vocationally competent as typists, although they may develop sufficient skill for personal use. (One spastic did an excellent job of bookkeeping by making typewritten entries using three fingers.) Special finger patterns will have to be worked out for these people.

Case Histories

Case History No. 1. Shirley, a young lady of twenty-four, was stricken by a progressively crippling form of arthritis at the age of nine. When she entered the typewriting class she was in a cumbersome wooden wheel chair; her body was inclined backward at a 45-degree angle; both knees, both wrists, both elbows, and both shoulders were surgically ankylosed; and all of her fingers were swollen and misshapen. She could not even reach a typewriter placed on any of the various sized desks in the classroom. Her inability to reach the machine was solved by constructing an inclined board to which a machine was attached and then fitting it over the arms of her chair. In the beginning the instructor inserted the paper and turned pages for her. Soon she learned to use a pencil for pulling the paper-release lever forward. Paper was pushed behind the platen, the paper-release lever returned to its normal position, the line-space lever was operated to feed the paper into the machine, and if the paper needed straightening, the paper-release lever was again pulled forward and the paper was shifted about with the eraser end of a pencil. The first joints of Shirley's fingers had become stiffened, so it was impossible for her to curve her fingers. She was taught to use a light, tapping stroke. She made excellent

(Continued on next page)

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progress. Today, one year later and after extensive physical therapy, Shirley is sitting erect at her desk and typing with a high degree of accuracy at better than 50 words a minute.

Case History No. 2. Jim is a quadriplegic who has no sensation downward from a point high in his chest. He has, fortunately, regained use of his shoulders, elbows, and wrists, but all fingers are totally paralyzed. He needs to be able to do personal typing.

To help Jim, a small piece of wood was fitted into the palm of each hand and secured by a light leather strap attached to the ends and carried over the back of his hands. A short piece of pencil, eraser end downward to provide traction on slippery keys, was inserted in a hole in the piece of wood. All keyboard parts are operated with the ends of these pencils. With the inside of his wrists he operates the paper-release lever, the carriage-return lever, and the margin stops. Because his stroking is not precise, he must watch the keys. In a copy situation he must look away from the copy most of the time. He is being urged to practice increasing his memory span in order to decrease the number of times that he has to look at the copy. After nine weeks of instruction he is now typing approximately 25 words a minute. He has also learned to put on and remove the pieces of wood using both wrists and his teeth on the leather thongs.

In the teaching of typewriting as a method of rehabilitation, it is not necessary to isolate the student from class activities or from meeting class situations in order to provide for individual differences. The teacher must attempt to release the student from the fear of not doing things well and from the handicap to growth in skill caused by some hand or body disability. This objective can best be accomplished by teaching the individual within the framework of group activity.

It is highly important to have a great deal of group drill. Timed one-minute writings for speed emphasis or for control; drills for calling the throw to speed up carriage return; typing for selected goals; progression typing with the goal of errorless work or the goal of one-word improvement—all these and other types of group activity can be employed with marked success irrespective of the individual handicap. Such timed drills as paper insertion, envelope addressing by the chain feed method, and the assembling of multiple carbons cannot be used as well because of the varied hand disabilities that make for greater awkwardness and slowness on the part of some students in the handling of materials.

Failure in working with disabled students points more to the limitations of the teacher than to the limitations of the handicapped student. Success in teaching a disabled student depends on making the best of whatever arms, hands, or fingers he has. The teacher must have the ingenuity to challenge with confidence the apparent impossibility of overcoming a wide variety of handicaps. He should have a personality which assures his students of an ever-ready willingness to help and which inspires confidence in them. Above all, he should have the courage to approach unprecedented situations with a determination to conquer them.



KNOW YOUR REPRESENTATIVE ASSEMBLY

The forward-looking business educators who conceived UBEA as the integrating and unifying force in business education also created the Representative Assembly as the governing body of the Association. The UBEA Representative Assembly is the instrument through which each affiliated association may have a voice in the formulation of policies, plans, and activities of the national association.

Each affiliated business education group with membership up to fifty is entitled to one delegate to the Representative Assembly. Any affiliated group with more than fifty members is entitled to two delegates. It is anticipated that all associations will find it possible to have representation at each of the annual meetings.

Since conditions vary widely throughout the United States, there is no prescribed pattern for naming delegates to the Representative Assembly. Some affiliated associations elect the delegates at the annual meeting or in executive committee sessions. Others find it necessary to empower the president or officers of the association to appoint the delegates to the Representative Assembly.

It is understood that each delegate must be a member of both UBEA and the affiliated association. The 1948 Representative Assembly recommended that whenever possible, the president of the affiliated association and the UBEA membership chairman be given first consideration when delegates are chosen.

The UBEA Representative Assembly convenes annually. Meetings are open to all UBEA and NEA members and their guests, but only delegates may vote. The first meeting of the UBEA Representative Assembly was held in Cleveland on July 4, 1948. Approximately one hundred persons attended the sessions with seventy-six per cent of the affiliated associations represented. Boston (1949), St. Louis (1950), and San Francisco (1951) have been host cities. The 1952 meeting will be held in Denver, Colorado, on June 27-28.

Among the items on the agenda for the annual meet-

ing are [1] reports of the presidents—UBEA, WBEA, SBEA, M-PBEA, Administrators' Division, Research Foundation, National Association of Business Teacher-Training Institutions, U. S. Chapter of the International Society for Business Education, and the affiliated associations; [2] reports of the UBEA executive secretary, treasurer, and chairmen of standing committees; [3] recommendations concerning policies of the Association; and [4] adoptions of resolutions.

Three or four discussion groups are usually provided for delegates to study proposals and prepare recommendations concerning special problems of the united associations. The agenda for the Representative Assembly is prepared by the officers of the Association who submit it to the delegates and members of the National Council for Business Education thirty days prior to the meeting. Proposals affecting the policy of the united associations may be submitted to the executive secretary or to any member of the National Council for Business Education six weeks in advance of the annual meeting of the Representative Assembly. Proposals affecting constitutional changes must be accompanied by twenty-five signatures of regular and professional members of the United Business Education Association.

The Representative Assembly derives special importance from the fact that under the UBEA plan, the policies of the United Business Education Association are left to the affiliated organizations. This democratic method of action provides for a group large enough to represent the various areas of the nation and of the profession, yet small enough to transact the business of the Association.

May the great gains made during the first five years of the affiliation program inspire us to increase our effort further to unite under one banner and march forward together. The coordination of activities and professional effort by the united associations will hasten progress toward the goal we seek for all—better business education.

UBEA IN ACTION

NEWS, PLANS, AND PROGRAMS OF DIVISIONS

Nominating Committee

Eastern District

Connecticut—Olga M. Kish, Ellsworth High School, East Windsor Mill; *Delaware*—Harry Q. Packer, State Department of Public Instruction, Wilmington; *District of Columbia*—Mary McLaughlin, Taft Junior High School, Washington; *Maine*—Marion S. McKenney, Brunswick High School, Brunswick; *Maryland*—Thomas M. Greene, Baltimore County Public Schools, Baltimore; *Massachusetts*—Andrew W. Steinhope, Newton High School, Newtonville; *New Hampshire*—Regis A. Horace, Plymouth Teachers College, Plymouth; *New Jersey*—August Muller, Lower Camden County Regional High School, Clementon; *New York*—Edward L. Cooper, New York State College for Teachers, Albany; *Pennsylvania*—Raymond W. Morgan, Johnstown High School, Johnstown; *Rhode Island*—Priscilla M. Moulton, Bryant College, Providence; *Vermont*—Millicent L. Dixon, Montpelier High School, Montpelier.

Southern District

Alabama—Margaret Liner, Jones Valley High School, Birmingham; *Arkansas*—Herbert S. Madaus, University of Arkansas, Fayetteville; *Florida*—John J. Mangan, St. Petersburg High School, St. Petersburg; *Georgia*—Elisabeth Anthony, Jordan Vocational High School, Columbus; *Kentucky*—Willadene Rominger, High School, Belfry; *Louisiana*—Howard M. Norton, Louisiana State University, Baton Rouge; *Mississippi*—A. J. Lawrence, University of Mississippi, University; *North Carolina*—Bernice Bjonerud, New Hanover High School, Wilmington; *South Carolina*—Eleanor Patrick, High School, Chester; *Tennessee*—Solon Gentry, East Tennessee State College, Johnson City; *Virginia*—Stephen J. Turille, Madison State College, Harrisonburg; *West Virginia*—Dorothy Marie Watson, Morgantown High School, Morgantown.

Central District

Illinois—(Mrs.) Laura L. Brown, Chicago; *Indiana*—Forrest Mayer, Ball State Teachers College, Muncie; *Iowa*—Ruth Tumbleson, High School, Des Moines; *Michigan*—Loran Carmichael, Michigan State College, East Lansing; *Minnesota*—

Annual Election of Council Members

The constitution of the United Business Education Association provides for the election of Executive Board (National Council) members to be conducted annually by mail ballot. In this way each active member of the Association has an opportunity to vote for one of the two candidates named by the nominating committee in his district. One member of the Council is to be elected from each of the five districts for the term beginning August 1, 1952 and ending July 31, 1955.

Nominations are made by a committee composed of one UBEA member from each state who is a president or past-president of an affiliated state or local association, chairman or director of the state membership committee, or a member of the 10,000 Club in those states and territories which do not have an affiliated association.

Each member of the nominating committee has the privilege of naming one person within the district for the consideration of the other committee members. Nominees are ranked by the committee and the two names receiving the highest number of points are placed on the ballot. Regular and professional members may choose between the nominees, or write in the name of another member.

Prior to 1950 the ballots were not opened and counted until the Council convened in July. This procedure was changed to permit three Council members to supervise the opening and counting of ballots at headquarters office in Washington. This procedure also makes it possible to inform the incoming members of their responsibilities and invite them to attend the July meeting as non-voting representatives.

The 1952 ballots will be mailed to UBEA regular and professional members about April 30. Envelopes marked "ballot" will not be opened until received by the official counting committee appointed by the president. These ballots should be marked and returned to headquarters office before June 1. The names of elected members will be released at the Denver meeting of the Representative Assembly.

Council members are the potential officers of the Association. Therefore, the name you mark may be your future president. Vote for the candidate whose professional ideas represent your own.

The strength of the Association is correlated directly with the effectiveness of its members in the selection of representatives to serve them on the Council.

R. P. Heimerl, University of Minnesota High School, Minneapolis; *Missouri*—Lucas Sterne, Central Missouri State College, Warrensburg; *Ohio*—Paul Smith, Norton Center High School, Barberton; *Wisconsin*—Kenneth Peterson, Neenah High School, Neenah.

Mountain-Plains District

Colorado—Earl G. Nicks, University of Denver, Denver; *Kansas*—John N. Payne, Senior High School, Hutchinson; *Nebraska*—Nonda Herman, University of Nebraska, Lincoln; *New Mexico*—Floyd W. Kelly, Highlands University, Las Vegas; *North Dakota*—James E. Fagerstrom, Central High School, Grand Forks; *Oklahoma*—Noba E. French, Northeast High School, Oklahoma City; *South Da-*

kota—Hulda Vaaler, University of South Dakota, Vermillion; *Texas*—Corine Lamm, High School, Greenville; *Wyoming*—Lois Underwood, High School, Cheyenne.

Western District

Arizona—Jean Hanna, Phoenix College, Phoenix; *California*—Claud F. Addison, Hartnell College, Salinas; *Idaho*—Marcia Bradley, Senior High School, Boise; *Montana*—Brenda F. Wilson, Montana State University, Missoula; *Nevada*—Kathleen Griffin, Reno High School, Reno; *Oregon*—Inez Loveless, Williamette High School, Eugene; *Utah*—Evan N. Croft, Brigham Young University, Provo; *Washington*—Allan L. Knoll, High School, Washtucna.

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

Affiliated Associations

Akron Business Education Association
Alabama Business Education Association
Arizona Business Educators' Association
Arkansas Education Association, Business Section
California Business Education Association
Chicago Area Business Educators' Association
Colorado Education Association, Commercial Section
Connecticut Business Educators' Association
Delaware Commercial Teachers Association
Florida Business Education Association
Georgia Business Education Association
Houston Independent School System, Commercial Teachers Association
Idaho Business Education Association
Illinois Business Education Association
Indiana State Teachers Association, Business Education Sections
Inland Empire Commercial Teachers Association
Iowa Business Teachers Association
Kansas Business Teachers Association
Kentucky Business Education Association
Louisiana Business Education Association
Maryland Business Education Association
Minnesota Business Education Association
Mississippi Business Education Association
Missouri State Teachers Association, Business Education Section
Montana Business Education Association
Nebraska State Education Association, District 1 and District IV Business Education Sections
New Hampshire Business Educators' Association
New Jersey Business Education Association
New Mexico Business Education Association
North Carolina Education Association, Business Education Section
North Dakota Education Association, Business Education Section
Ohio Business Teachers Association
Oklahoma Commercial Teachers Federation
Oregon Business Education Association
Pennsylvania Business Educators Association
Philadelphia Business Teachers Association
St. Louis Area Business Education Association
South Carolina Business Education Association
South Dakota Commercial Teachers Association
Tennessee Business Education Association
Texas State Teachers Association, Business Education Section
Tri-State Business Education Association
Utah Education Association, Business Education Section
Virginia Business Education Association
Washington, Western Commercial Teachers Association
West Virginia Education Association, Business Education Section
Wisconsin Business Education Association
Wyoming Business Education Association

BUSINESS EDUCATION IN THE SOUTHERN REGION

Florida

The Business Education Department of the Florida Education Association will hold a luncheon-meeting on Friday, April 18, in Miami. The luncheon will be served at 12 noon in the Saronic Room of the Seven Seas Restaurant. The theme for the meeting will be "Developing the Whole Student."

Donald Tate, head of the Department of Business Education, Florida State University, Tallahassee, will be the moderator for a panel discussion. Participants on the panel will be E. J. Prymas, Fort Meyers High School; Maddie Cook, Coral Gables High School; (Mrs.) Robert Binger, Greenville High School; Merlease Coons, Pensacola Vocational School; Frances McQuarrie, Deland High School; Juanita Hilty, Winter Haven High School; and Mary Trautman, South Broward High School.

John J. Mangan of St. Petersburg High School is president of the organization. Other officers are Frances Causen of Wauchula; Della Rosenberg of Starke; and Eskin Bullock of Pensacola.

Virginia

The annual convention of the Virginia Business Education Association will be held at the Hotel Roanoke in Roanoke on Saturday, April 5, 1952. Business teachers from all parts of Virginia will be in attendance. Senior students in business teacher education from the various state colleges and universities will also attend the convention.

The program will feature an address by Sherman Oberly, president of Roanoke College. Dr. Oberly's topic will be "Virginia Looks at Education of Today and Tomorrow." There will also be an address on "Trends in Modern Office Machines," by Roy Witte of Roanoke.

Four round-table discussions have been planned for the afternoon session. These include panels on: Secretarial, clerical office practice and office machines, bookkeeping and accounting, and general business education.

(Continued on page 43)

SBEA

SBEA's president, Gladys Peck, was the guest speaker at a dinner session which was held on February 18 at Lamar Technological College in Beaumont, Texas. Miss Peck spoke on "Opportunities in Today's Business." Following the talk, the group divided into sections. Miss Peck, joined by Norma Hall and Jean Dorrell of Lamar Tech, participated in the typewriting session. J. D. Landes, Richard Setzer, and M. L. McLaughlin were leaders of the sections for teachers of accounting and bookkeeping, school counselors, and administrators, respectively. Dr. Setzer was master of ceremonies for the dinner meeting.

South Carolina

The annual meeting of the South Carolina Business Education Association was held at the Elks Club in Columbia on Friday, March 21, 1952. The theme of this highly successful meeting was "The Business Curriculum in South Carolina."

Following the luncheon session, Robert E. Slaughter, vice-president of the Gregg Publishing Company, discussed curriculum problems related to clerical work. Typewriting techniques and speed building aids were demonstrated by George Hossfeld of the Underwood Corporation.

Reports of the various accomplishments and projects of the association were discussed during the remainder of the conference session. The president, Eleanor Patrick, presided at the meeting.

The officers elected for 1952-53 are as follows: President-Janette Hellmans of Greenwood, vice president-Teresa Price of Gilbert, and secretary-treasurer-Anita McClimon of Greer.

Elizabeth O'Dell of Columbia is the SCBEA representative on the SBEA Executive Board.

Important Date!

November 27-29 in Atlanta, Georgia
SBEA ANNUAL CONVENTION

CENTRAL REGION

Ohio

"Adjustment on the Job" is the theme selected for the annual convention of the Ohio Business Teachers Association. The convention will be held at the Deshler-Wallick Hotel in Columbus on April 25-26.

A hospitality room at the Deshler-Wallick Hotel will be open throughout the two days for "shop talk" and refreshments. Mary Del Tesco is in charge of arrangements for the hospitality room.

The opening day of the convention will be devoted to tours which will include city schools, offices and factory of a Columbus industry, and Ohio State University campus. Ohio State University secretarial students will conduct the campus tour. Members and friends of the association may avail themselves of the dining facilities at the new Ohio State Student Union before returning to the hotel for the evening session.

Friday Evening's "Circus," with R. D. Balthaser as master of ceremonies, will have four "rings" devoted to interest areas in bookkeeping, general business, secretarial, and salesmanship. Each "ring" will have a short program, followed by free time to examine the exhibits in the room, to operate the machines on display, and to discuss projects with the "ring leaders" and fellow OBTA members. Each program will be presented three times so that it will be possible to attend three of the meetings.

Following the business session on Saturday morning a unique program has been planned. Charles B. Hicks, head of the Department of Business Organization at Ohio State University will serve as moderator of a panel composed of graduates from the various high schools in the Columbus area. These graduates will present problems they encounter in adjusting to their respective jobs. Four interest areas—bookkeeping, general business, salesmanship, and secretarial—will be formed for the purpose of exchanging ideas on ways of preparing students to meet the various problems proposed during the previous session.

The convention will close with a luncheon.

State Officers

Officers of the Ohio Business Teachers Association are as follows: President—Paul S. Smith, Norton High School, Barberton; Vice President Inez Ray Wells, Ohio State University, Columbus; and Secretary-Treasurer Carl Hutchens, Blume

High School, Wapakoneta. Members of the editorial staff are Evelyn Hebner, J. Marshall Hanna, Marguerite Appel, and Pernie Martin.

The Advisory Council is composed of Lillian Starkey, Norma Richter, Robert Finch, Harm Harms, and D. T. Krauss.

Louise Kensy of Warren G. Harding High School, Warren, is membership chairman. The assistant membership chairman is Anne Neville of Garfield Heights High School, Garfield Heights.

St. Louis Area

On Saturday, March 8, the St. Louis Business Educators Association held a combined luncheon and educational program. H. B. Bauernfeind of Southern Illinois University, spoke on "How to Recognize a Successful Business Education Program."

The remainder of the day's activities was devoted to sectional meetings. Mr. Bauernfeind addressed the bookkeeping section; Sister M. Elfrida of St. Mary's Central High School, Carlyle, Illinois, spoke before the shorthand section; and R. D. Shrewsbury of Hadley Technical High School in St. Louis, was the speaker for the typewriting section.

Minnesota

Minnesota business teachers have elected the following officers to serve the association for the calendar year of 1952: President—Ramon P. Heimerl, University High School, University of Minnesota; vice president—Vida Alexander, Mankato High School, Mankato; secretary—Marie Carlson, Faribault High School, Faribault; and treasurer—Harvey Wagner, Roosevelt High School, Minneapolis. Evelyn Determan of General College, University of Minnesota, is serving on the executive board since she is the immediate past-president of the group.

Plans are being formulated for the fall convention of the association in conjunction with the Minnesota Education Association on October 23 and 24. Features of the program will be problem sessions on specific questions submitted by teachers throughout the state. Sectional meetings on typewriting, shorthand, distributive occupations, basic business, and bookkeeping will also be held. A luncheon session for all business teachers will feature a speaker on public relations.

The membership chairman, Richard Embertson, of Northfield High School, Northfield, is busy activating former members from the 1,000 business teachers in the state.

Newsletters are being published this year by co-editors Marjorie Swanson and Bert Marconnet of Minneapolis.

MOUNTAIN-PLAINS REGION

M-PBEA

"Organization Toward Better Business Education" is the theme for the first annual convention of the Mountain-Plains Business Education Association, which will be held in Denver, Colorado, on June 26-28, 1952. Business teachers of this region will also have an opportunity to attend the Representative Assembly of the United Business Education Association which is to be held in connection with the Mountain-Plains convention.

The Assembly will be in session on Saturday, June 28. Delegates to the Representative Assembly are cordially invited to attend the Mountain-Plains professional and sectional meetings on Thursday and Friday. Sectional meetings will feature outstanding business education leaders in the fields of typewriting, shorthand, distributive occupations, office practice, and general business.

Many interesting events designed to provide good fun and fellowship will be offered to those who attend the Mountain-Plains convention and the UBEA Representative Assembly. Included are such highlights as a chuck wagon dinner in the Rockies and tours to various industries. A block of tickets have been set aside for business teachers interested in attending the Opening Night of the Central City Opera season to see "La Boheme."

Anyone wishing further details of the convention should write to the convention chairman, Earl G. Nicks, 1445 Cleveland Place, Denver, Colorado.—JUANITA RAUCH, *Publicity Chairman*.

Wyoming

Through a *Newsletter* compiled by members of the Wyoming Business Education Association, reports and items of national, state, and regional interest reach the Wyoming business teachers. Such items consist of news, schedules of the regional meetings, and brief articles written by business teachers in Wyoming.

A friendly interest in the association has been shown through the cooperative effort of contributors to this *Newsletter*. Two years ago, business teachers were confined to acquaintances within their own area; but now, the names of business teachers in the far corners of this large state have taken on significance. A few of the many interesting articles included in the winter and spring issue of the *Newsletter* were "A Work-Experience Program in High School," and "The Eligibility of Students for Advanced Busi-

ness Courses." Barbara Ramer of Sunrise, Wyoming, has served as chairman of the *Newsletter* for the past two years.

What is Wyoming planning for next year? To begin with, plans are now being made for the third state meeting. In order to conserve time, as distance is one of the major problems in this part of the country, all business to be taken up at the state meeting will be outlined and in the hands of each member before the next meeting.—CASSIE O'DANIEL, *Reporter*.

New Mexico

Becky Sharp of Eastern New Mexico University, Portales, has been elevated to the presidency of the New Mexico Business Education Association. Dr. Sharp succeeds Warren Caster who recently resigned the office to which he was elected last fall. Kay Cleven of Las Vegas is secretary and Jeanne Marsh of Albuquerque is treasurer. The next annual meeting will be in October.

WESTERN REGION

Idaho

Plans have been made for this year's association dinner meeting to be held at the Hotel Boise in Boise on Friday evening, April 25, 1952.

The guest speaker will be Marsdon A. Sherman, president of the Western Business Education Association and head of the Department of Business Education, Chico (California) State College. His topic will be "Curriculum Planning for Business Education."

Included in the business of the April meeting will be a report from the Idaho State Curriculum Committee on Business Education, which has been very active this year. Co-chairmen of this committee are Helen Payne of Twin Falls High School and W. W. Godfrey of Hansen High School. The IBEA is cooperating with the Curriculum Committee by financing the mailing of questionnaires to all high schools in Idaho regarding their present business curriculums.

From six to sixty has been the approximate increase in attendance at Idaho Business Education Association meetings during the past four years. Such growth indicates that Idaho business teachers are professionally alert and interested.

Officers of the association for the current year are: President—Marica Bradley, Senior High School, Boise; vice president—Hazel Mary Roe, Junior College, Boise; and secretary-treasurer Helen Payne Senior High School, Twin Falls.—MARCIA BRADLEY, *Reporter*.

Virginia

(Continued from page 41)

ness. Business teachers and businessmen have been invited to participate on these panels. A noon luncheon has been planned, at which time a fashion show will be presented by one of the leading department stores. Valuable prizes donated by merchants throughout the state will be awarded to the business teachers.

The officers of the association are: President S. J. Turille, Madison College, Harrisonburg; Vice President Dorothy McDaniel, Radford College, Radford; Secretary (Mrs.) Mona L. Coffman, Madison College, Harrisonburg; and Treasurer Mary Margaret Brady, also of Madison College, Harrisonburg.

A board of directors meeting will be held on Friday, April 4, at which time the changes on the state constitution will be recommended.

An
Important
Date!

Albany Hotel
Denver, Colorado
June 26-28, 1952



MOUNTAIN-PLAINS CONVENTION AND UBEA REPRESENTATIVE ASSEMBLY

- Summer meeting of the National Council for Business Education (UBEA Executive Board).
- Fifth Annual Representative Assembly for delegates of UBEA affiliated associations and members of Council.
- First Annual Convention for business educators in the Mountain-Plains District of UBEA—Colorado, Kansas, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, and Wyoming.

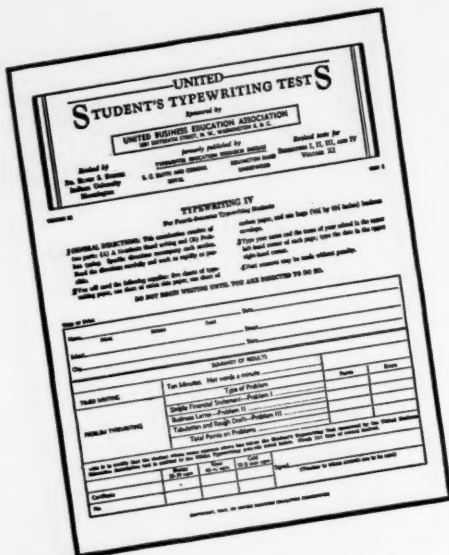
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 Part II. Business Letter
 Part III. Tabulation Problem
 Part IV. Minutes of Meeting
- Test III—Third Semester**
 Part I. Timed Writing
 Part II. Rough Draft Problem
 Part III. Centering Problem
 Part IV. Business Letter
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FBLA Forum



El Camino Chapter Donates Flag

Presentation of the college flag to Merl Sloan, director of student personnel, highlighted a recent assembly program at El Camino (California) Junior College. The college flag was donated by the FBLA Chapter and was presented by Marjorie Stickle, chairman of the flag committee.

Al Dieda, FBLA president, was master of ceremonies for the program. He introduced representatives of the various chambers of commerce who have assisted the Chapter in its school-community activities.

Another outstanding event sponsored by the Chapter was the bi-annual banquet which was held in January. The banquet was planned, managed, and prepared by the students under the direction of Jacob H. Martin, instructor in business and executive chairman of the evening. Joe Sarantha of El Camino College was master of ceremonies. The following FBLA members composed the coordinating council: Dorothy Banta, reception committee chairman; Mike Barbosa, finance; Robert Lowe, program; and Richard Chandler in charge of public relations.

Members of the class in business management were presented their completion cards by President Forrest Murdock. Dr. Harless made the presentation of the cards to the class in retail selling.



Future Business Leaders Installed at Winnfield High

The Winnfield (Louisiana) High School Chapter of the Future Business Leaders of America was formally installed by Mr. John McCloy, local businessman, in the school auditorium on Thursday, January 17, 1952.

The impressive candlelight installation ceremony was preceded by the invocation led by the Reverend Alvin Stokes.

Charles Sherwood, of the Winnfield High School Chapter, interpreted the word "Future" in the title of the organization. Janet Bozeman explained the implications of the word "Business." Jo Ann Roark gave the meaning of the word "Leader." Gordon Dickerson symbolized the word "America."

Mr. W. J. Austin, assistant sponsor, gave the purposes of the organization. Mrs. John McCloy led the group in repeating the creed.

Mr. McCloy installed Horace Austin as president of the Chapter and he in turn administered the oath of office to the other officers: Lessie Mae Lowery, vice president; Nellie Faye Sikes, secretary; Johnnie Frazier, treasurer; and Sue Belle Roberts, reporter.

Also inducted as honorary members of the Chapter were Eugene F. Love, principal of Winnfield High School; Mr. R. L. Terry, superintendent of education; and Mr. H. O. Schwartz, superintendent of Winn Parish Schools; and Mr. McCloy of the John W. McCloy Enterprises.

Left: Members of the Arp (Texas) High School Chapter

Lower Left: Project group of the Chapter at Blywood (S.C.) High School

Below: Participants in the candlelight service at George Washington (Alexandria, Va.) High School



Virginia State Chapter

Approximately thirty local chapters of Future Business Leaders of America will send delegates to Richmond for the Second Annual State Convention which will be held April 18 and 19. It is expected that 150 members of the various chapters of FBLA will attend.

The program for the convention will consist of business tours to several of the larger offices and industries in Richmond on Friday afternoon with executive meetings scheduled for Friday night. The delegates will see a fashion show for young businessmen and women with a skit, "Applying for a Job" to be presented by the Christiansburg and Roanoke chapters.

The Saturday afternoon meeting will feature "A Businessman Looks at FBLA" by a local businessman and a talk on "Improving Your FBLA Chapter," by Hollis Guy, Executive Secretary, followed by a series of group meetings devoted to improving the various activities of FBLA.

The convention will close with a banquet and the presentation and installation of new officers, followed by a dance on the Roof Garden of the John Marshall Hotel.

New Chapter at Whitewater

On Thursday, January 31, 1952, approximately two hundred parents, friends, and pupils attended an impressive candlelight installation at the City High School in Whitewater, Wisconsin, when the City High School Chapter of Future Business Leaders of America was officially installed by the Waukesha FBLA Chapter.

Mr. Carl Piepenburg, co-sponsor of the Waukesha FBLA, was the installing officer and administered the oath to the Whitewater Chapter officers who are Jan Kutz, president; Mary Ardel, vice president; Jean Bethke, secretary; Marlene Wutke, treasurer, and Elizabeth Roe, reporter.

The officers of the Waukesha FBLA Chapter interpreted the meaning of the words, Future, Business, Leaders, America. The purposes and the creed of the organization were also recited.

Mr. Paul Carlson, Whitewater State College, Whitewater, Wisconsin, and state chairman of FBLA in Wisconsin,

(Continued on next page)



Members of the Covington (Virginia) High School Chapter write many business letters in connection with their major project which is a follow-up study of graduates.

Installation Service at GWHS

An impressive candlelight installation service was held in the George Washington High School club room on the evening of January 10 when officers and charter members of the Future Business Leaders of America Chapter in Alexandria, Virginia, were inducted.

The charter was presented by Garnet Payne, president of the James Monroe High School (Fredericksburg) FBLA Chapter, assisted by Ray Shelton, vice president; and Patsy Jennings, reporter.

FBLA is an new club at GWHS this year. It has attracted the interest of many of the business students (there are fifty-six charter members) as well as the attention of the entire school and the business community.

Carolyn Cripe is president; Diane De-Lane, secretary; and Barbara Morgan, treasurer. The sponsor is Mrs. Watkins C. Smith.

At the installation ceremony, Annabelle Hall represented "Future"; Betsy Brooks, "Business," Loretta Kesterson, Gail Hevener and Rosemary Kendrick, "Leaders"; Joyce Dameron and Helen Goynes, "America."

Jean McConnell led the group in singing "God Bless America." Mrs. Orrock, sponsor of the James Monroe High School FBLA Chapter, led the officers in their oath of office, and Carolyn Cripe administered the oath to the 56 members. Mrs. Smith pinned the chapter colors on each member. Ray Shelton recited the creed.

A number of parents and friends of the students were present for the program and remained for refreshment hour.

Whitewater

(Continued)

presented the charter to Jan Kutz, who accepted it on behalf of the City High FBLA officers and members.

Jan Kutz administered the oath of membership to seventy-eight City High FBLA members. Membership cards were

Albany Briefs

Members of the Albany (Oregon) High School Chapter were interviewed recently on the KWIL radio station. The time was donated by a local business firm. . . . There was 100 per cent attendance of the Albany High School faculty at the Valentine Tea which was given by the FBLA Chapter to honor the teachers. . . . Out-of-town field trips, night meetings, and exchange meetings with neighboring chapters will add interest to the activities planned for April. . . . Kathryn Phillips is the new president. Other officers are Nadine Zehr, vice president; Beverly Motter, secretary-treasurer; and Jo Ann Kaufmann, reporter. Miss Clara Voyer is sponsor.

FBLA at Linville

A chapter of the Future Business Leaders of America was established at the Linville (Louisiana) High School, Linville, in December. Twenty-two members were installed.

Officers of the chapter are Dell Thomas, president; Maxine Burch, vice president; Faye Trout, secretary; Louise Hollis, treasurer; and Bonnie Cook reporter. Mr. Andrew H. Ferguson was chosen our faculty sponsor.

The chapter project for the year is to purchase some additional or replacement equipment in the business department.

presented by Jan Kutz and Jean Bethke.

Mr. Douglas Sturtevant, secretary of the Chamber of Commerce, gave an inspirational address and volunteered the services and aid of his organization if they are needed at any time.

Mr. John Bjorge, superintendent of Whitewater Schools, welcomed FBLA into the City High's family of clubs and wished them success.

Mr. Ray Garriott, principal of City High School, particularly liked part of the FBLA Creed, "I believe every young person should take responsibility for carrying out assigned tasks in a manner that will reflect credit to himself, his associates, his school, and his community." He added that if FBLA could accept this and influence others in this respect, it alone would justify the existence for the Chapter.

Mr. Marvin Hauser, chapter sponsor, expressed a hope that the FBLA organization will be able to live up to the expectations of the national organization, the school administration, the businessmen, and the student body, and that someday the organization will be able to repay the administration, student body, businessmen, and parents for their fine cooperation in the formation of this new organization.

Business Education Day

Business Education Day at Blue Springs (Alabama) High School was filled with many exciting activities. The program for the day included the voting and run-off for "Mr. Business" and "Miss Ideal Secretary," speed tests, a typewriting demonstration, a skit, and a barbecue chicken dinner.

Janet Greene and Pat Walker were winners of the contest. Janet was crowned "Miss Ideal Secretary" and Pat was proclaimed "Mr. Business" at appropriate ceremonies. Joyce Gary was winner of the typewriting contest. Miss Sylvia Pitts gave a thrilling demonstration on both the electric and regular typewriter. She attained a speed of 102 words a minute on the electric typewriter.

Chapter Visits Camp Rucker

Recently, thirty-three chapter members visited Camp Rucker Army Post to observe the operation of offices. The group was conducted on a tour by the officer in charge of public information. Offices visited were the finance section, comptroller office, military personnel office, and the civilian personnel office. In each department visited, the group was shown the application of business methods studied and the operation of the various machines used in the offices.

Lunch was served in the officers mess hall. Chapter members who made the tour returned home with a feeling of having accomplished their educational objective.

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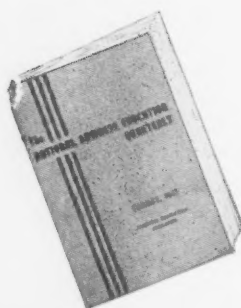


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UBEA's Executive Board (National Council for Business Education) is elected by mail ballot. Three board members represent each of the five districts. This group acts for the Representative Assembly in executing policies of the association.

UBEA has four divisions—Research Foundation; Administrators Division; National Association of Business Teacher-Training Institutions; and the U. S. Chapter, International Society for Business Education. The Divisions elect their own officers, hold conventions, and work on problems in their respective areas of interest. Members of the Divisions are also known as professional members of UBEA.

UBEA sponsors more than 500 local chapters of the Future Business Leaders of America, the national youth organization for students in colleges and secondary schools enrolled in business subjects.

UBEA owns and publishes the *Business Education (UBEA) Forum* and *The National Business Education Quarterly*. The twenty-four *Forum* and *Quarterly* editors, each a specialist in his field, provide the readers with down-to-earth teaching materials.

UBEA cooperates with other professional associations, organizations of businessmen, and Federal agencies in projects which contribute to better business education.

UBEA provides a testing program in business subjects—Students Typewriting Tests, and the National Business Entrance Tests which is published and administered by the UBEA-NOMA Joint Committee.

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